

# *Association of American Colleges Bulletin*

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VOLUME XXXI

OCTOBER, 1945

NUMBER 3

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Published by the

*Association of American Colleges*

N. Queen St. and McGovern Ave., Lancaster, Pa.

*Editorial Offices*

19 West 44th Street, New York 18, N. Y.

March, May, October, December

Annual Subscription, \$3.00

Entered as second class matter, March 15, 1926, at the post office at  
Lancaster, Pa., under the Act of March 3, 1879.

Acceptance for mailing at special rate of postage provided for in Section  
1103, Act of October 3, 1917, authorized May 13, 1922.

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The BULLETIN is published four times a year—in March, May, October and December. Its emphasis is on description and exposition, not primarily on criticism or controversy. The March issue regularly carries the Proceedings of the Annual Meeting of the Association. Leaders in the college world contribute to every issue.

*Annual Subscription Rates:* Regular \$3.00; to members of Association colleges special rates are offered: individual subscriptions, \$1.00; ten or more club subscriptions, mailed in one package for distribution at the college, 50 cents each. Address the Association of American Colleges, 19 West 44th Street, New York 18, N. Y.



## EDITORIAL NOTES

**A** REGIONAL CONFERENCE for the member colleges in the States of Washington, Oregon, Idaho and Montana was held on June 25, 1945, at Whitman College, Walla Walla, Washington. Some 35 delegates were in attendance, representing the 16 member colleges in the North West area. The chief speakers and leaders of discussions were President Winslow S. Anderson, Whitman College; President I. J. Lubbers, Central College (Iowa); Dean Mark H. Ingraham, University of Wisconsin; Hugh G. Grant of the State Department, and Guy E. Snavelly. Mr. Grant, former U. S. Minister to Albania and Thailand, spoke on "International Cultural Relations"; President Lubbers, who is chairman of the National Commission on Christian Higher Education, spoke on the "Church College After the War"; and Dean Ingraham discussed "Annuities, Insurance and Social Security." The Executive Director led the discussion on a number of other topics that were of general interest, like the progress of the activities in the Commission on Liberal Education, the Arts Program, the status of Federal Aid Bills, etc. Because of the size of the group there was free and frank discussion participated in by everyone present.

**T**HE AMERICAN LEGION has inaugurated a new specialized service to allay the restlessness of veteran students and to promote among them an orderly readjustment to civilian life. This service is available without charge to all universities and colleges throughout the country. They have selected three field representatives who are fully qualified to work in this advisory and counseling service and will be glad to assign them to the various universities and colleges for short periods to work with administrators and veterans' counselors in helping to solve the problem of the returning veteran students upon request from the heads of these institutions. Write to: Donald G. Glascoff, National Adjutant, The American Legion, National Headquarters, Indianapolis 6, Indiana.

**T**HE AMERICAN METEOROLOGICAL SOCIETY, through its president, Professor C.-G. Rossby of the University of

Chicago, wishes to call to the attention of American colleges the fact that its files contain valuable information on the education and practical experience of the large number of carefully selected college students who were given training in professional meteorology at a few selected universities in this country, preparatory to their employment by the Army and Navy Meteorological Services as weather officers. The Society likewise has a considerable amount of information concerning the subsequent practical field experience of these men, or is in a position to obtain such information. Many of the Army and Navy weather officers had completed their academic training prior to entering the meteorology program. Some of them have had engineering experience; others have had experience as college instructors. This background, in combination with their valuable professional experience during the war, should in many cases make them suitable candidates for positions as instructors with our colleges. It is expected that a small number of these weather officers, primarily from among the group that received its meteorology training at the very beginning of the war, will return to civilian life over the next few months. It is probable that the number to be demobilized will increase somewhat after the first of January, 1946. The Society is anxious to cooperate with American colleges in providing information concerning these returning weather officers that might be helpful in placing them in suitable teaching positions. Inquiries should be directed to the Executive Secretary, American Meteorological Society, 5727 University Avenue, Chicago 37, Illinois.

**D**R. NICHOLAS MURRAY BUTLER has retired as president of Columbia University in the City of New York, to call it by its full, resounding name; and we think a few comments are in order.

To our best knowledge, Doctor Butler, in his 44 years at Columbia's helm, came in for as much adverse criticism and satire as any educational leader in U. S. history. He was cursed for allegedly trying to make college education a mechanized, assembly-belt affair; for being too much a businessman and too little the old-line educator; for heinously inspiring other college presidents to follow his example, and so on.

It is true that Doctor Butler built Columbia up, from 4,000 students, few buildings and little money in 1901, to a peak of 30,000-odd students in 1939 and some \$230,000,000 in capital resources in 1944.

What wrong there is in this, we cannot figure out. It has long been one American aspiration to make college education available to every youngster who can take it—and, we might add, to some who can't. That is not precisely a low or contemptible ideal.

In Doctor Butler's 44-year span at Columbia, we have moved closer and closer to that goal. Scholarships have increased greatly in number, tuition fees have been pared, more and more chances have been opened up for students to work their way through college. It looks as if we'll do even better along these lines after the war.

You don't get such results with small, busted colleges, badly paid faculties, and college executives who are too ethereal to get out and hustle for gifts, endowments, contributions, bequests and other forms of negotiable wealth.

"Nicholas Miraculous," as some clever fellow nicknamed Doctor Butler, knew all this, acted on his knowledge, and blandly ignored his detractors while so acting. We think that as he retires, at the age of eighty-three, he rates an enthusiastic salute from his fellow Americans.—From *Collier's*.

**PRESIDENT BIRD'S LEGACY**—As the death of Franklin Roosevelt marked the end of an era in the history of the nation, so the resignation of Remsen Bird from the presidency of Occidental marks the end of an era in the life and history of the college.

It is extraordinarily difficult to appraise the life and work of a friend, to measure dispassionately the accomplishments of an associate to whom one has been bound for nearly a quarter of a century by the strong ties of a common purpose and a common effort.

The tangible growth of Occidental during Dr. Bird's twenty-four years of service can be measured accurately and precisely by setting the physical resources of the present over against the meager assets of twenty-four years ago, and by comparing the number of faculty, student body and alumni at the beginning

and at the deeply-regretted end of his administration. To one unfamiliar with the college in the early twenties, the contrast is amazing, indeed almost unbelievable.

But we are not here concerned with things that can be expressed in numbers or measured by the yardstick of statistics. What intangible heritage has Remsen Bird left to Occidental? How much richer is the college in the things not seen, the enduring things of the spirit, because of his long years of leadership?

In the rigid limits of this short article, I cannot even list, much less attempt to appraise, Dr. Bird's rich legacy to the inner life, the vital spirit of Occidental. But among his many contributions, three seem to me in a peculiar way to bear the stamp of his own extraordinary genius and unique personality.

If Occidental, as some of us believe, has one of the two or three most beautiful college campuses in the United States, the major credit belongs to Remsen Bird. But more than that, he taught generations of students, indeed he taught us all, to value beauty, to see those things that are lovely with understanding eyes, to apprehend the truth that "beauty endures, though towering empires die."

We have always cherished the tradition of friendship at the college and long spoken of ourselves as the Occidental household or family. President Bird gave new meaning to that tradition and expanded its horizons. It is a great art to make the stranger feel at home, and Remsen Bird had that art to such a superlative degree that far and wide, even among those who had only casual contact with Occidental, the campus became known as a warm and friendly place.

Finally, Remsen Bird preached, in season and out of season, the gospel of public service and community responsibility. The college was a city set upon a hill. It could not hide its light within its own cloisters or live apart from the forum and the market place. What he preached he practiced to the full limit of his amazing vitality and strength. He stretched the limits of the Occidental campus to the far corners of the earth and gave the college a cosmopolitan instead of a narrow, parochial point of view.

Beauty, friendliness and a world "wider and unvalled"—these, in truth, are part of President Bird's legacy to Occidental.

—ROBERT G. CLELAND, '07, *Trustee and Professor of History; Formerly Vice-President and Dean of the Faculty.* (President Bird was president of the Association in 1941.)

**TEACHING IN COLLEGES AND UNIVERSITIES** with Special Reference to Dentistry, by Lloyd E. Blauch and Associates, is now available. This book of 349 pages, although making reference to dentistry, deals broadly with teaching at the college and university level. The 18 chapters cover comprehensively such topics as: interpretations of learning, the work of the teacher, the lecture method, discussion methods, individualized methods, laboratory exercises and demonstrations as means of instruction, writing as a means of instruction, visual aids, and the encouragement of good teaching. The book should be useful as: (1) a textbook for courses in higher education; (2) a reference for library use; (3) a help to the faculty member who desires to examine critically his teaching with a view to improving his service; and (4) a source of information to college and university administrators on the improvement of teaching.—Cloth copies may be obtained for \$2.50 postpaid from the Business Manager, *Journal of Dental Education*, 1121 West Michigan Street, Indianapolis 2, Indiana.

## ARTS PROGRAM

**"MY** dear, I fear we are facing an era of transition" is the remark Adam is reported to have made to Eve when they were turned out of the Garden of Eden. We are reminded of this by the numerous changes that have taken place in the Arts Program list of Visitors during the past twelve months.

James de la Fuente is touring the Pacific this summer with a U. S. O. unit. He will return to the States in ample time to fill engagements during the 1945-46 season.

Harold J. Brennan has been granted a year's leave of absence by Westminster College (Pennsylvania) and will teach Art in an Army University Center located either in England or France.

Miss Orrea Pernell has accepted a full-time position in the violin department at Bennington College and will be unable to fill her engagements made through the Arts Program.

Dr. Luther Evans has been promoted to Chief, Library of Congress, in our Nation's Capital.

Dr. Y. C. Yang has been ordered to London by the Chinese Government for participation in the International Secretariat of the Preparatory Commission of the United Nations. It has been necessary to cancel his tour arrangements.

Dr. Lewis Hanke, Library of Congress, was a representative at the United Nations Conference in San Francisco.

Since the mailing of our printed Announcements for 1945-46, we have added two Visitors to the Arts Program: Miss Sari Biro, Pianist, who will tour North and South Carolina, and Virginia during February; Sullivan C. Richardson, lecturer on Latin-America, who has over 60 engagements which will take him from Maine to California.

Edwin Gerschefski is now Dean, School of Music, Converse College. He has assured us that his new administrative duties will not interfere with his plans for visiting colleges in Ohio and West Virginia during February.



Aubrey Pankey, baritone, is touring Central and South America this summer and expects to return to the States in October.

Ernst Bacon, pianist, has accepted a position at Syracuse University. Mr. Bacon was formerly Dean, School of Music, Converse College.

## NATIONAL COMMISSION ON CHRISTIAN HIGHER EDUCATION

**CHAIRMAN IRWIN J. LUBBERS** has become president of Hope College, Michigan, having been president of Central College, Iowa, for several years.

**SECRETARY GOULD WICKEY** appeared before the Committee on Post War Military Policy of the House of Representatives on June 6th. He contended that the proposal for peacetime military compulsory training is not realistic militarily, is not desirable for the mental and moral welfare of American youth, is not sound educationally as a means of producing international peace, is not American, and does not allow youth the right to decide whether they should or should not be taught to kill. He proposed that of the billions which would be spent for compulsory military peacetime training, only 25% be used annually in scholarships for exchange students and messengers of goodwill and neighborliness between the United States and the supposed enemy country or countries. Within five years, he believed, this plan would assure and guarantee that millions of citizens of this country and of the possible enemy country would know one another better and would be willing to discuss calmly and constructively international problems.

**AT THE REQUEST** of church-related colleges, Secretary Wickey appeared before House of Representatives' Committee on Education to speak concerning the proposed bill for emergency aid to higher educational institutions. He indicated the valiant service which the church-related colleges rendered during the war years and something of the financial suffering experienced. "By principle," Dr. Wickey declared, "I am opposed to any program which uses the Government as a cow to be milked, and I want to protect the Government against the omnipresent money-grabber. The proposed bill will aid only those schools who seek aid and who are able to meet certain desirable conditions. The church-related colleges enlarge the vision, broaden the knowledge of all peoples, and strengthen the will to fulfill moral and spiritual purposes. Financial aid

to such colleges is an investment which pays abundant dividends." The bill has been approved by the Committee and will be reported favorably when Congress convenes.

**THE ANNUAL MEETING**, according to present plans, will be held January 9 with an afternoon session and an evening session, the latter in cooperation with the Association of American Colleges.

**SURPLUS PROPERTIES** are slow in being distributed. We are told public agencies will be given the first opportunity to obtain these properties. However, it is thought that all agencies wishing properties will be able to obtain a fair share, after the organization for the distribution is effected. Each state is supposed to have an agency with authority in this matter, through which requisitions are made.

**A MINOR** for volunteer church workers is a subject in which church-related colleges are interested. The news bulletin of the National Commission in its July issue had a page devoted to this subject. To send students back to local communities with a desire to render service would be a desirable and highly significant contribution to the life of the church as well as of the community.

## CAN THE COLLEGES COPE WITH THE CHALLENGE

**T**HE atomic bomb that was exploded in New Mexico last July ushered in a new age for mankind. That event pales into a mere shadow of insignificance the surrender of the Nipponese. Thoughts of the dreadful possibilities of improvements and continued usage of the atomic bomb must cause everyone to shudder. Tremendous indeed are the responsibilities of every preacher, teacher, editor and other molder of public opinion in this solemn hour.

The colleges and universities of our country educated the men who brought to perfection this fearful engine of destruction. The colleges and universities must now educate the statesmen and other leaders who can construct a civilization where there will be no more wars or threats of war.

Further to arouse our member colleges to meet the duties of this historic hour, I reprint some recent appropriate utterances.

*After pointing out that America is certain to be exclusive possessor of the means of producing the atom bomb for some time, Winston Churchill told the British House of Commons on August 16, 1945:*

"For this and other reasons, the United States at this minute stand at the summit of the world. I rejoice that this is so. Let them act up to the level of their power and responsibility, not for themselves but for all men in all lands, and then a brighter day may dawn on human history. So far as we know, there are perhaps three or four years before the great progress in the United States can be overtaken. In these three years, we must remold the relationships of all men of all nations in such a way that these men do not wish, or dare, to fall upon each other for the sake of vulgar, outdated ambition or for passionate differences in ideologies and that international bodies by supreme authority may give peace on earth and justice among men. Our pilgrimage has brought us to a sublime moment in this history of the world. From the least to the greatest, all must strive to be worthy of these supreme opportunities. There is not an hour to be wasted; there is not a day to be lost."

EVERYMAN

Of the atomic bomb Winston Churchill wrote: "This revelation of the secrets of nature long mercifully withheld from man should arouse the most solemn reflections in the mind and conscience of every man."

The future development and use of this terrible power does, indeed, rest not with science, not with Governments, but in the soul of every man. All of us are involved, each of us must decide. We now possess the means to blow ourselves and perhaps the planet itself to drifting dust or make this world of ours a paradise. We have reached the crucial turning point in our age-old march toward civilization. Never before has there been such an urgent call to the spiritual force which resides in the consciousness of the individuals who make up mankind. That force alone can control the new power.

It is small comfort to know that only the English-speaking nations possess the secret of nuclear fission. The advance of science cannot be confined or halted. Other peoples will master and extend this knowledge. Only the conscience of all mankind can regulate it for good or evil. Its first use has been to end the most cruel and devastating war ever inflicted on humanity. If in the future its destruction is loosed against a helpless world by some unknown aggressor, humanity is lost.

The atomic bomb is mindless; it does not set itself off. It is inert and harmless until its mechanism of disintegration is released by the human will. The will to use it for conquest can now arise only in some such devil's brew of hate, revenge and lust as the fanatic Hitler stirred up, or the insane mythology which induced the Japanese to believe that they had a divine mandate to rule the world.

Many such myths lie dead on the world's battlefields beside the soldiers they led to death. There is no super-race. There is no divine nation. There can be no successful society without tolerance. War is a senseless horror for victor and vanquished alike. The nations have united to enforce peace. But no international organization is stronger than the mass of individual opinion which supports it. We still have many things to learn. We must learn forbearance first of all. We must learn to distrust the arrogance of youth, the cynicism of age, the desire for power and the dogmas

of ideology. We must learn how to be really free, which we can never do until each of us accepts his individual responsibility. The tremendous potentialities locked up in the atomic bomb will compel us to learn fast or perish. The world's only defense against its misuse lies in the humble and contrite heart of Everyman everywhere.—*New York Times*, August 18, 1945.

### THE BOMB

The greatest and most terrible of wars ended this week, in the echoes of an enormous event—an event so much more enormous that, relative to it, the war itself shrank to minor significance. The knowledge of victory was as charged with sorrow and doubt as with joy and gratitude. More fearful responsibilities, more crucial liabilities rested on the victors even than on the vanquished.

In what they said and did, men were still, as in the aftershock of a great wound, bemused and only semi-articulate, whether they were soldiers or scientists, or great statesmen, or the simplest of men. But in the dark depths of their minds and hearts, huge forms moved and silently arrayed themselves: Titans, arranging out of the chaos an age in which victory was already only the shout of a child in the street.

With the controlled splitting of the atom, humanity, already profoundly perplexed and disunified, was brought inescapably into a new age in which all thoughts and things were split—and far from controlled. As most men realized, the first atomic bomb was a merely pregnant threat, a merely infinitesimal promise.

All thoughts and things were split. The sudden achievement of victory was a mercy, to the Japanese no less than to the United Nations, but mercy born of a ruthless force beyond anything in human chronicle. The race had been won, the weapon had been used by those on whom civilization could best hope to depend; but the demonstration of power against living creatures instead of dead matter created a bottomless wound in the living conscience of the race. The rational mind had won the most Promethean of its conquests over nature, and had put into the hands of common man the fire and force of the sun itself.

Was man equal to the challenge? In an instant, without warn-



ing, the present had become the unthinkable future. Was there hope in that future, and if so, where did hope lie?

Even as men saluted the greatest and most grimly Pyrrhic of victories in all the gratitude and good spirit they could muster, they recognized that the discovery which had done most to end the worst of wars might also, quite conceivably, end all wars—if only man could learn its control and use.

The promise of good and of evil bordered alike on the infinite—with this further, terrible split in the fact: that upon a people already so nearly drowned in materialism even in peacetime, the good uses of this power might easily bring disaster as prodigious as the evil. The bomb rendered all decisions made so far, at Yalta and at Potsdam, mere trivial dams across tributary rivulets. When the bomb split open the universe and revealed the prospect of the infinitely extraordinary, it also revealed the oldest, simplest, commonest, most neglected and most important of facts: that each man is eternally and above all else responsible for his own soul, and, in the terrible words of the Psalmist, that no man may deliver his brother, nor make agreement unto God for him.

Man's fate has forever been shaped between the hands of reason and spirit, now in collaboration, again in conflict. Now reason and spirit meet on final ground. If either or anything is to survive, they must find a way to create an indissoluble partnership.—*Time*, August 20, 1945.

## THE TIDE IS TURNING

FRANCIS J. BROWN

CONSULTANT, AMERICAN COUNCIL ON EDUCATION

**M**ORE than three years ago, the American Council on Education called together the representatives of the regional accrediting associations to discover ways through which school and college credit could be granted for military experience. Postwar committees, appointed on almost every campus, have been quietly and effectively preparing for the time when the tide would turn and veterans and discharged war workers would seek to pick up again the broken threads—to begin again to plan in long-range values.

It is well that plans were laid early, for that time has come, fortunately, months before the most optimistic dared to hope. It is well, too, to take stock of these developments, for delay in putting them into operation can no longer be countenanced.

The specific procedures for accreditation have been too often described to require detailed repetition. Through cooperation with the United States Armed Forces Institute, general educational development and other tests on both the high school and college level are available both for men in the armed forces and, for institutions, through the Cooperative Test Service. A recent experiment demonstrated that the USAFI tests are as reliable as the traditional College Entrance Board examinations. For institutions that wish to compare the courses in technician schools which the men have attended while in the armed forces with their own course requirements, the American Council has published the "Guide to the Evaluation of Educational Experiences in the Armed Forces." To assist veterans and military personnel while still in service in selecting an institution, the Council's "Guide to Colleges, Universities and Professional Schools in the United States" will describe the work offered in 26 major fields in all of the 1800 colleges and universities together with facts regarding services available to veterans. The armed forces have developed USAFI Form 47 for military personnel to send directly to the school or college they plan to attend. This form provides essential data for the evaluation of military experi-

ence and also provides a channel of direct contact between the institution and the prospective student, through which the individual may be given advice on courses which he should take while waiting to be returned home.

But nothing that is done on a national basis has any value unless it is translated into effective procedures in individual institutions. The decision rests with the administration and faculty of each school and college. This is as it should be but, by the same token, it creates a diversity of practice which in a time of great national need may lead to misunderstanding.

A sampling study indicates that the great majority of colleges and universities report that they give credit for courses taken through USAFI and for training in specialist schools. Some also evaluate other learning through results of USAFI examinations; others give their own tests. Some admit veterans on probation while others do not wish to assume responsibility for the risk. There is considerable variation in regard to accepting work taken in the Army Specialized Training Program, at least one institution not giving credit for work on its own campus. There is much more uniform acceptance of the Navy College Training Program since the subject matter more closely paralleled that of regular college work.

Institutions of higher education have always varied in their requirements and the above statement is not a plea for uniformity. It does, however, imply two things: the necessity for greater flexibility in order that there may not be discrimination and that each institution make clear to every veteran the reasons for its decision regarding him.

Through the G. I. Bill and the two vocational rehabilitation acts, the American people have given an unprecedented expression of their faith in education. They have made education the right of all who are embraced within the provisions of these Acts. Colleges and universities must justify this faith. This does not mean that they should drop standards and become all things to all applicants. To do this would make a degree of no worth and undermine the high leadership represented by a college education. *It does mean, however, overlooking traditional prescriptions for the war generation of students and assuring every veteran who applies the right to demonstrate whether*

*or not he can, with profit and with a reasonable chance of success, pursue work of college grade.* It means even more. It makes mandatory such human consideration and personal attention, through tutoring and continuous counselling, as the individual requires to be encouraged to continue. And finally, it means that colleges and universities must interpret to the veteran and to the general public the unique function of higher education and the specific function of each institution. This must be done, and immediately, lest the essential maintenance of minimum standards be interpreted as educational snobbishness.

The return of larger numbers of veterans subject colleges to two temptations. One is to return to the rigid formal requirements and high selectivity that may make life easier for the faculty but has created the popular conception of "ivy institutions." The other is to seek quickly to recoup the losses of war and admit students ill-prepared for college work and to give passing marks for below standard work. Institutions will be subjected to pressure to accept and retain the veteran, and all in the name of patriotic service to those who have worn the uniform. One is as unwise and as dangerous as the other.

But between the two lies a middle course. It involves first a fine sense of human values on the part of both administrators and the entire faculty. Such values cannot be relegated to the counselling staff. It involves, second, a willingness to give thought and time to relating the work of the class, whenever possible, to meaningful experiences, past and present, of the veteran. He is more mature than the usual undergraduate and some have gone through years in a few months. Time is important to most and theirs has been a sobering experience for many which has given them a seriousness of purpose and a realistic basis of evaluation. And, third, it implies a new kind of educational statesmanship on a state or regional basis. At the moment, the majority of veterans who have returned to college are enrolled in the large institutions. Each institution is equipped to give maximum service in specific fields. Institutions may well develop a definite organizational procedure whereby each may know the areas of service of others and refer applicants to such institutions. The welfare of the veteran must be paramount, not the vested interest of an individual institution.

Colleges and universities have a still further responsibility. An analysis of recent replies from 31 states indicates wide variation in the inspection and approval of educational and training institutions for participation in G. I. education. Only a little more than half have established standards which an institution must meet and less than half inspect training institutions prior to putting them on the approved list. Higher education has too often tended to hold itself aloof from any responsibility for education of less than college grade. It cannot afford to do so now. The specific steps that should be taken to assure protection against the exploitation of the veteran will vary in each state. But here, too, educational statesmanship is required!

While reference has been made almost wholly to the veteran, all that has been said above applies equally to the still larger army of discharged war workers. Many have interrupted their education and will seek now, during the period of unemployment, to make up their losses. They, too, can now think in terms of the long-range future and many thousands will return to college. It is unwise to establish special services for veterans if such are not also available to the non-veteran with similar needs. There should not be a gulf between them nor does the veteran wish there to be.

Higher education has not before been faced with so grave a problem. There will be those who have suffered physical and mental impairment and whose need is great. There will be veterans who have risked little if any more nor have suffered greater losses than the non-veteran. There will be a few whose major inducement is the generous hand of government, there will be many who will be deeply in earnest. There will be equally mature war workers and there will be the endless stream of high school graduates for whom the institution has a continuing responsibility.

Prediction is always hazardous and especially since this is being written just one week after the joyful celebration of victory. But there are those who are already expecting the flood-tide to reach the colleges this fall. The number of veterans who return to college in September will probably not be a significantly larger per cent of those discharged than were in college in May 1945. It was then but 1.5 per cent. The stepping up of the

rate of discharge from 100,000 to 750,000 a month will make even this same per cent approximate show an increase in the total. Job priority which must be exercised within three months after discharge will deter many from going to school. By the second semester the increase will be of significant proportion but the real load will probably come in the fall of 1946. Discharged war workers and those who would otherwise have sought jobs will make up the larger proportion of the immediate increase in enrollment. Institutions will be wise now to work out a plan whereby they can admit students at any time and through tutoring or other means help them fit into courses.

Reconversion in higher education cannot be a return to pre-war policies, procedures, curricula, and methods of instruction. It is a soul-searching process of keeping the fine balance of maintaining standards and yet providing flexibility of calendar, or curricula, and of requirements. It is a courageous venture with mature minds yet continuing to serve those of less maturity. It is the challenge of justifying the faith of America in education and of making possible the postponed realization of the hopes and dreams of youth, now within their grasp.



## THE MAGNA CARTA OF SAN FRANCISCO

PHILIP C. NASH

PRESIDENT, UNIVERSITY OF TOLEDO

SEVEN hundred and thirty years ago in the year 1215 a few English barons wrested a charter from a reluctant king, and we look back to this event as the cornerstone of the liberty of English-speaking peoples. How will the Americans of seven centuries hence view the San Francisco Conference? Will it be just another meeting long forgotten except by the history student or will it be the event which marked the beginning of the successful march of mankind towards the prevention of war.

Naturally no one can answer that question yet, but certain it is that the latter possibility exists. Perhaps the men and women of our generation, coming from fifty nations with high hopes in their hearts, not daring to fail to make a treaty, have succeeded beyond our expectations in building a foundation for peace.

It was April 25, 1945, in the City of the Golden Gate. All was confusion at the headquarters of U.N.C.I.O., the United Nations Conference on International Organization. Twenty-four hundred press representatives were picking up their credentials. Three hundred delegates were getting their rooms, and their official badges; typewriters were being set up in newly opened offices of the secretariat; the show was about to open.

For two weeks the public all over the world listened in at plenary sessions while each delegation president made a speech giving the ideas from his country as to the kind of a charter which the new organization should have. There was drama galore. At the insistence of Russia it was voted that there should be a revolving presidency and Stettinius, Eden, Soong, and Molotoff took turns in occupying the high dais and shaking hands with the delegation heads as they came up to speak.

But the next day the Soviet delegation lost an overwhelming

NOTE: President Nash, Chairman of the Commission on Citizenship of the Association of American Colleges, was at San Francisco representing the Association for the United Nations. He was asked to see that the general philosophy of our Association be made available to our United States delegation.

vote on the admission of Argentina. The final vote was 31-4 and we at San Francisco all wondered if the Soviet delegation would pick up and go home. Not at all. Mr. Molotoff stayed another two weeks until final success was certain and worked as energetically as anyone else to bring about agreement.

The next morning, at the American delegation press conference, Mr. Stettinius had to defend this Argentine action against a very critical group of some 500 of our leading reporters and writers. He made a vigorous defense for a few minutes but then had to leave to attend a meeting of the Steering Committee of which he was chairman. At this point Senator Vandenburg took his place as chairman of the press conference and without any previous consideration did a very important and gracious thing. He said in effect "The action of the American delegation was unanimous in this position on the Argentine matter, and moreover I want you to know how much we all appreciate the leadership which Mr. Stettinius is giving to our delegation and to the Conference as a whole." This tribute coming from a leader of the opposing political party woke up the newspaper men, and through them the general public, to the great work being done by Mr. Stettinius, and culminated in the general satisfaction all over the country on June 27 when Mr. Truman appointed him our representative to the new United Nations.

It is not possible in this brief review to go into the details of the new charter. As one reads and rereads the words, it seems increasingly remarkable that 300 delegates from fifty countries with different racial, religious, cultural, lingual, and national backgrounds could agree unanimously on such a satisfactory document. Admittedly it is far from perfect but as President Truman said "The charter will be expanded and improved as time goes on. . . . If we fail to use it we shall betray those who have died . . . and if we seek to use it selfishly . . . we shall be equally guilty of that betrayal. . . . By their own example the strong nations of the world should lead the way to international justice." The United Nations organization, based on this charter, can succeed if the people and leaders of the future want to make it succeed.

A person like myself who has been working for international organization for a quarter of a century very naturally asks him-

self the question. "How does it happen that such a rough framework as the Dumbarton Oaks proposals, agreed to by a few officials of the big four nations, could be expanded in nine short weeks of discussion into the document which is so very much better than the Dumbarton Oaks and which also has won the support of the American people and United States Senate to a degree that seemed utterly impossible a short decade ago?"

The answer to this question, it seems to me, is startlingly simple and extremely significant. It is that, as never before in world history, the common people of the various nations, especially our own, took part in framing the charter.

The Dumbarton Oaks proposals were made public on Oct. 9, 1944, and all persons or organizations interested anywhere in all the United Nation countries were invited to study the document and suggest improvements. They did so with alacrity and gusto, and by the time of the conference itself the various delegations had literally hundreds of amendments to propose. A deadline of midnight on Friday, May 4, was set for filing amendments and then the four commissions and twelve committees got down to the business of considering which of these could be included in the final document. In recording the discussions of these matters in the five official languages the conference secretariat had to mimeograph and distribute 1,700,000 sheets of paper in one day! The official records stored at London weigh 20 tons!

Naturally the most important amendments were those sponsored by the Big Four, or by the Big Five when France came in, and their delegations worked night and day to come to agreement upon principles and then to perfect the final drafting. Naturally again the host delegation took the leadership in the revision and here we come to one of the most amazing developments in all history, the work of the "American consultants."

Just before the conference, Archibald McLeish of the State Department, said in effect: "Let's bring the American public into the San Francisco picture. Let's invite the great civil organizations to send consultants there to see what is going on, to give to the American delegation the sentiments of the American people as things develop, and then report back later to their organizations what was done, and how and why." The idea

was adopted. Every American was represented somewhere in the membership of the organizations, each of which was invited to send one consultant and two associates. Labor was there in the C. I. O. and A. F. of L., the United States Chamber of Commerce and National Association of Manufacturers, the Farm Bureau, the religious organizations—Protestant, Jewish, and Catholic, the women's organizations, the National Association for the Advancement of Colored People, the American Bar Association, the Rotary Club, the National Education Association and the American Council on Education, and so on.

Mr. John Dickey of the State Department was assigned the job of bringing the consultants and the delegation together. He did it very well indeed. The consultants were given seats with the delegates themselves on the floor of the opera house at the plenary sessions, and from time to time had special meetings, first with one or more members of the American delegation and later with the full delegation.

Quickly their influence began to be felt. A Commission on Human Rights was provided for under the social and economic council, as suggested in a petition signed unanimously by the consultants. On May 15th the consultants issued a statement offering important changes. One of these reads as follows:

The Economic and Social Council should arrange conferences with major nongovernmental organizations, national and international, which are concerned with matters within the competence of the council. . . .

Article 71 of the final charter reads in part as follows:

The Economic and Social Council may make suitable arrangements for consultation with nongovernmental organizations which are concerned with matters within its competence. . . .

The wording is almost identical and it is evident that the American delegation, and then the conference itself, accepted almost verbatim the suggestion of the consultants.

This article opens the way for public participation in the workings of the United Nations to a degree that has never been thought of before in international relations. For instance, the United States Chamber of Commerce, or the American Federation of Labor, or both, may be asked officially to present their

views on a problem before the Council. Heretofore, in the League of Nations, such views could come only through official governmental delegates and might be very much watered down. It gives tremendous power to the people themselves from all over the world to be at the center of world affairs. Incidentally the introduction of this idea is probably due to Mr. James Carey, secretary of the C. I. O., more than to any other one man, but all the consultants including those with very different ideas from Mr. Carey's were eager to cooperate in sponsoring it.

So, on through the final document there are many places where the influence of the consultants resulted in important changes and improvements. Moreover, during the conference itself, and after it was over the consultants performed their second mission of reporting back to their constituents as to what was going on. And don't think that they were just on the fringes of the conference. The State Department officials early in the game decided to let the consultants in on the vital problems as they came up from day to day, and the consultants without exception respected this confidence. They sent almost daily reports to the headquarters of their organization and I know of not a single case where any report did the slightest harm.

Certainly they did a great deal of good. Let me give one example. Mr. Harper Sibley was the consultant from the Chamber of Commerce of the United States. The text of the Charter was released on June 27th: on June 28th Mr. Sibley called a meeting of the Chamber Committee on International Postwar Problems. This committee recommended to the National Board of directors, meeting the next day, that the Chamber urge the Senate of the United States to ratify the charter. This recommendation was accepted by the board and forwarded to the Senate on June 30th. So quickly can a great public organization move when it has been brought into the picture beforehand!

And there is one more result of the "consultant technique." Speaking at a private luncheon in June, Mr. McLeish said he hoped that the State Department might continue this idea of consultants by inviting representatives of some of the large civic organizations to come to Washington once a month for a visit with the State Department Officials. Sometimes there

would not be much to discuss, but at other times it would be of tremendous value to have the responsible public know just what the officials were doing and why.

Whether or not this idea will be carried out nobody can tell. But whether it is or is not, the precedent has been set that the common people shall deal directly with the policy forming bodies, and this precedent argues well for the future success of the United Nations.



## THE PRESENT INTELLECTUAL SITUATION AND THE TASKS OF EDUCATION IN GERMANY

F. ZUCKER

ACTING RECTOR, UNIVERSITY OF JENA

**I**N spite of our deep sorrow over the destructive tendencies in German cultural life, the unheard-of intellectual and moral breakdown even in circles which always claimed to belong to the intellectual circles, and the derangement of thinking and moral behavior in all classes of society, brought about by twelve years of Nazi dictatorship, we still live with the hope that there are sufficient powers at hand to rebuild a true, genuine German life. Through all those years resistance on a large scale had broken out, though it could not be noticed by the outside world—a fact which people abroad are unable to understand, since they have no conception of the perfect methods of suppression which would have made any sacrifice illusive. It would be regrettable indeed if this lack of understanding would cause doubts of the sincerity of those now concerned with the task of regeneration, doubts of their good, honest and earnest will to lead the German people back to the true core of their being and to have them take up their old respected position which they hitherto held.

We will not deal with the unspeakable distortion of German nature, which National Socialism has brought about, which once boasted to create a new German soul; nor will we deal with the annihilation of human individuality in the intellectual and moral field, of which National Socialism is guilty in a terrific measure. Let us rather turn to positive tasks, the tasks of re-education; in doing so, we will, I am afraid, not be able to avoid, now and then, referring to the picture of the last twelve years. Let us first define our tasks and have a general view of our intellectual and moral situation; in doing so we will be able to stress those characteristic features that are essential for regeneration. What we have to rebuild is this: objectivity of judgment, a deep, normal feeling of justice, a sound conception of the state, recognition of the rights of the individual in the field of thought and belief as well as intellectual culture far beyond professional knowledge, recognition of the unconditional right to strive for knowledge and

truth, normal moral feelings, authority of parents and teachers, respect in the broadest sense of the term, religion and deep religious feeling. The foundations of an education, which is directed towards these tasks, are the teaching of Christ and national German culture, which had its origin in the eighteenth and the beginning of the nineteenth century.

The characteristic feature of this German culture is humanism. Its roots are the elements of classical Greek and Roman, Anglo-Saxon and Romantic culture; Christianity and the national cultures of the middle ages. Modern times have furnished further elements. Objectivity is one of the first aims to be reached; it is one of the noblest flowers of cultural development; it is objectivity which National Socialism hated and condemned so much, putting in its place blind and narrow-minded fanaticism, which makes people utterly unable not only to judge facts of any kind, but even to see and recognize them. We have to re-educate people to objectivity as regards just and unprejudiced criticism of ourselves as well as other nations, so that the unreasonable and shameful presumption concerning foreign nations and foreign national customs will be stopped once and for all. In racial questions great caution must be exercised. Objectivity must be the leading principle in the field of history; the distorted picture of history, which National Socialism offered to the German people about their own past as well as that of other nations, and of the history of Christendom, must be completely destroyed. No discussion whatever is necessary about objectivity as the basis for scientific research. Objectivity can only exist in connection with criticism; criticism was a matter of hate and scorn to the National Socialists who preferred blind obedience. The destructive consequences resulting from the lack of criticism, which is characteristic of all classes of society, make us realize today how urgently we need a sound feeling for criticism. It must be brought home to the younger generation that objectivity and criticism are compatible with temperament, sympathy, enthusiasm and patriotism. National Socialism, however, never tired of denying that.

One of the deadliest blows which National Socialism hit against European culture was the destruction of the principles of constitutions and administration of justice. The consequence was utter lack of the feeling of right and wrong. So one of the essential

tasks of re-education is the re-establishment of a sound feeling for constitution, for, what the National Socialists called "German State" was nothing but the rule of an oriental prince with the enormous influence of favorites and privileged bosses. People must again be brought to a clear realization of the law, which goes far beyond utilitarianism and opportunism and which reaches a high level, so that it represents just the opposite of what the often quoted slogan expressed: Right is what serves the people. In close connection with the re-establishment of a sound conception of the true character and the feeling of what is right and wrong, is the recognition of the individual's rights, the rights of freedom of thinking, faith, intellectual and moral training beyond professional knowledge, and the right of respect to which such an individual is entitled. This does in no wise involve over-estimation, in the misinterpretation of Goethe's words in the West-Eastern Divan: "Höchstes Glück der ErdenKinder ist nur die Persönlichkeit." (Translation: "The greatest gift to man is personality.")

Individuality of a special stamp will not shrink back from subordination to the whole; on the contrary, just in such a subordination it will develop its most precious powers. Man's desire for knowledge and truth are gifts, bestowed by God, so the recognition of their right of existence and the recognition of the importance of knowledge must be re-established. National Socialism always suppressed man's aspiration for knowledge and truth, considering them only to be means for a certain end. Moreover, they despised the importance of real knowledge. From now on, a solid base of knowledge must be built up from the lowest forms of elementary school life; in all branches greatest stress should be laid on a firm, solid foundation, so that a thorough stock of knowledge may be accumulated. Seriousness must become an integral feature of any instruction; those methods which sprang into existence prior to 1933 have to disappear.

No longer must bad scholarship be compensated for by good achievements in athletics. In no way does this tendency mean a cultivation of useless knowledge, only real and reasonable knowledge will be asked. For its fundamental universal importance, historical knowledge deserves a first place. It is no burden, but an incomparable enrichment of experience; it is also the solid

foundation for critical examination of men, conditions and institutions of our own as well as of foreign nations. I am fully convinced that lack of historical knowledge was a paramount cause for the general disastrous lack of criticism. In public I once warned of the dangerous consequences of the paroxysm of hostility towards history, which had seized large circles of the German academic youth after the end of World War I. And, last but not least, there will always be enough people to whom history has been a source of enthusiasm; Goethe declared this to be the main reason for the study of history.

Allow me to draw your attention to the importance of the scholar as an educator of character. National Socialists did not in the least care for it. They even denied it, whereas they liked to stress and to exaggerate a possible contrast of scholarly achievements and character. Genuine scholarly activity helps to train men to be conscientious, veracious and unselfish, and helps to make them unmindful of pleasure and material advantages.

By the cultivation of logical thinking, to which the teaching of foreign languages must contribute, as well as the teaching of mathematics and natural science, high schools must prepare intellectual education for scholarly activities, which is the responsibility of the universities; the importance of a solid instruction in foreign languages for the future professor of mathematics and science must be expressly recognized and stressed.

Although it must be admitted that, under Nazi dictatorship, scientific research in Germany suffered greatly in extent as well as in value, it must on the other hand be stated that during this time science in many branches not only remained absolutely intact with a considerable number of professors, but also kept in touch with modern methods of research, so that now there is no break but the immediate continuation of a free and brisk exchange of opinions with international scholars, just as it maintained before the war. Science, which by National Socialists had been pushed to the background, attacked and degraded, and recognized only as a servant, must again become the pride of the nation. Another paper deals with the importance of modern problems of mathematics and natural science which, contrary to far-reaching specialization, may contribute to a certain cooperation in questions of principle.

Even the most modern problems may be said to originate in Germany and these problems have been dealt with during the last twelve years. The following examples have been influenced by the fact that the writer has been a Jena professor and is a member of a special department. A main subject of such problems to which theology, philosophy, jurisprudence, philology and history contribute their share, is the theory of interpretation, originated by the great theologian Schleiermacher and continued by the philosopher, Dilthey. It is in close connection with the fundamental task of historical research and it may be asserted again that just by German accomplishment, i.e., in the sphere of literature as well as in other directions, for a quarter of a century until actual war, decisive, deepening and historical understanding was arrived at. So it was perceived that for the archaic-classical time of Greek literature we should abstain from certain categories of thinking and notions accepted hitherto as a matter of course. And our formation of conception, too, should be interpreted otherwise.

Representatives of pure science, notwithstanding all the opposition and the persecution on the part of the Nazis, also continued their line in the sphere of jurisprudence. It must be specially underlined that just this direction of German jurisprudence together with economic science in which most German universities are considered as a unit has been particularly exposed to strongest persecution and disregard by the Nazis. In the first line the faculty of jurisprudence and economic science in Jena has endeavored to discern and to represent what is universal in law. In so doing they have profited by the peculiar and characteristic ways of Anglo-American jurisprudence, which found its expression in the decisions of the Supreme Courts. In addition to this, on the board of the faculty of law at Jena there are a great many representatives of international law. In this field, too, there has been steady progress during the last twelve years. Lately, the members of Jena University have, in the sphere of international law, contributed to new methods of compromise, of criminal law for juvenile delinquents, of evidence before international courts, of questions of qualification, substitution and acknowledgment of foreign sentences. This short reference to the continuation of objective science in Germany would represent a



sufficient argument for competent American circles to draw attention to the fact how unjustified have been the numerous reproaches towards German science as a whole, since 1933, and how necessary it is to distinguish between those who made concessions to National Socialism in their scientific work, and those who, notwithstanding all persecutions and suspicions, kept up the straight line which they had followed before.

This refers not only to the individual work of any German scholar, as his publications make it evident, but also to the scientific periodicals; to give an example: "The Yearbook of National Economy and Statistics" published in Jena, has kept up its old scientific traditions, in spite of all difficulties and persecutions. In criticizing German scientific productions since 1933, two main things should be borne in mind: objective work, done at that time, often could not be published, as it was not in accordance with National Socialist doctrines; papers which were not on the same line as the doctrines of National Socialism were not approved and not permitted to be printed. From these measures some branches had particularly to suffer; that is the reason for the sterility of educational literature during the last twelve years. National Socialists were unable to build up a system of their own, based on their doctrines, and their opponents were not allowed to do so. To this must be added another factor: in the last years of the war, many a valuable manuscript and many an essay, book or periodical which was to be printed were destroyed by bombs. In any case it remains the urgent wish and the hope of all those who have remained loyal to objective research work during twelve years of oppression, that cooperation and exchange of thought abroad, and especially with the United States of America as existed before and with such good results, should be taken up again in the not too distant future.

Fearlessness of death seems to have been the only human quality recognized by National Socialists and robust vitality was a model highly praised by them. We on our part have now before us the task to raise ethics again to their full extent, but without frightening people by rigorous severity. We have to revive the feeling for ethics in the mind of our people; ethics founded by the Greeks, enriched by Romans and transmitted to Christianity. Ethics were refined, deepened and ennobled by



Christianity and underwent the influence of the European nations during the middle ages and modern times. It is those ethics, reflected in the works of men, who, in the eighteenth century and at the beginning of the nineteenth century, created the intellectual and moral culture of the German people. In the totality of this ethical conception there are just those characteristic features which National Socialism hated—the gentle, the good, the benignant and the noble distinction—traits which are characteristic of Greek ethics, which, however, had been deepened and refined by Christianity.

Goethe declared reverence to be the most important virtue. Indeed nothing is more important nowadays than the re-establishment of this reverence, after the growing generation had been directly educated in a disdain for reverence,—reverence for the authority of parents and teachers; venerable tradition; marriage as a union for life, the sense of which is not exhausted by “*liberis procreandis*” but which serves as a mutual elevation in moral and intellectual respect of two people destined for each other. The suppression of religious congregations within the last twelve years was in fact nothing but suppression of religion. That is the most difficult task we have to face at present; first to re-establish reverence for religious doctrine, then to build up a certain knowledge of religious history and tradition, and at last to awaken the feeling for religiousness among the people. A great responsibility will be laid on the shoulders of those who have to fulfill this difficult task, as they will meet with indifference, even reluctance in wide circles. I hope it will not be considered to be an encroachment on religion, if I, at the end of my paper, solemnly appeal again to aged Goethe, who has proclaimed that he owed to the Bible all his moral existence.

## LIBERAL ARTS IN THE POSTWAR WORLD

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**M**Y purpose this afternoon is not to discuss how colleges can contribute further to winning the war, nor what adjustments of program may be necessary to meet the needs of returning servicemen. My interest concerns the regular program of the college and the question as to whether or not this program should be shortened. Has any new understanding come to us as a result of the war which should make us lose faith in what we have learned by experience during the past fifty years? Should colleges of liberal arts reverse the trend of their development during the past half century and revert to the uncertainties and confusion of fifty years ago?

I should like to review some of the alternatives to the four-year college program that have been proposed. Discussions of this problem began in the latter part of the last century, led primarily by those who had studied in Europe, especially in German universities. The European system, beyond the elementary schools, is a two unit affair. For example, Germany had the gymnasium and the university; France, the lycée and the university. This is the plan of organization found practically throughout the world, except in the United States. We have developed a system of three units,—high school, college and university. There is nothing quite like the American four-year college of liberal arts in any other country, except in a few places where institutions of this type have been established by American missionaries. The preparatory school and the university originated elsewhere; the American College is our own.

These American scholars who had studied in Europe came to regard the college as an anomaly. Their influence was felt especially in the field of secondary education. Private preparatory schools which, prior to the year 1885-86, had enrolled most of the secondary students of the country, began to lose ground, and the growth of the public high school from about 1890 on is one of the most striking developments in the whole history of

NOTE: Address delivered at Beloit College, Wisconsin, November 11, 1944.

education. From 1890 to 1918 the population of this country increased 69%. The enrolment in public high schools during this period increased 710%. The rate of their growth was more than ten times that of our population. It is not surprising that those responsible for these growing institutions should become ambitious to extend the scope of their work.

This ambition was encouraged by the state universities, which attracted unwieldy numbers in their Freshman and Sophomore years. If this section of the college course could be turned over to the high schools, many of the problems of these universities would be greatly simplified and their resources could be devoted to more advanced work.

The constructive outcome of this discussion was the separate organization and rapid growth of the junior college movement.

The Biennial Survey of Higher Education published in 1926 by the United States Office of Education in Washington contains the following summary of the purposes of junior colleges:

It is the purpose of such institutions to render service along three lines: First, presentation of a liberal arts course of two years which will lead to entrance to the junior year in college or university; Second, conduct of two years of professional or pre-professional courses; and Third, offering two-year completion courses for those who do not desire to secure a degree or to lead professional lives.

Efforts aiming at the third of these objectives have created widespread opportunities for many young people who are not qualified to profit fully by the type of education which the four-year colleges represent. Many students should be encouraged to go beyond high school who should not be encouraged to enter liberal arts colleges. Junior colleges offering terminal programs of training for general citizenship, especially when vocational courses are included, have met a widespread need and will undoubtedly continue as a valuable part of our educational system.

The second objective, two years of professional or pre-professional work, is also to be commended. Junior colleges offering such courses meet a need and are likely to continue to do so unless professional training is placed upon a graduate level. However, the first objective, the attempt of junior colleges to replace the first two years of a four-year college, has not met with favor, and

the leaders of the junior college movement have come to see that their real opportunity is not in this field.

A student of exceptional ability, for whom the college of liberal arts is designed, should be encouraged to enter such an institution as a Freshman and should be given the benefit of the full four years of regular college opportunities. It is particularly important that such a student, even though without financial resources, should not be limited to purely local opportunities.

On the average, the children from the less privileged homes who desire a college education are a much more highly selected group than those who come from the more privileged homes. From the standpoint of the welfare of society as a whole, such students should be given the very best the college has to offer. These unusual minds should be brought into early contact with the most capable and inspiring teachers. They are the ones who will profit most by such opportunities. The problem of the poor boy should not be met by sending him to a poor college. The needs of these students could be met more adequately if the smaller communities would establish systems of municipal scholarships for the purpose of encouraging unusually promising young men and women without means, to go to well established colleges elsewhere, rather than burden their citizens with heavy taxes to maintain an unsatisfactory substitute for a real college.

The junior college movement led to an attempt to split the four-year college of liberal arts into two sections by driving a wedge between the Sophomore and Junior years. For many years the North Central Association of Colleges and Secondary Schools practically embodied this proposal in its definition of a college. The definition, formulated in 1915, contained the following statement: "The standard American college is a college with a four year curriculum with a tendency to differentiate its parts in such a way that the first two years are a continuation of, and a supplement to, the work of secondary instruction as given in the high school, while the last two years are shaped more or less distinctly in the direction of special professional or university instruction."

This definition was based on a complete lack of sympathy with the four-year college, and if realized, would have meant its destruction. By 1927 this definition had been modified to read as

follows: "A standard American college . . . organizes its curriculum in such a way that the early years are a continuation of, and a supplement to, the work of the secondary school and at least two years are shaped more or less in the direction of special professional or graduate work."

The old definition contains the words, "while the last two years are shaped." The modification reads, "at least the last two years are shaped." This change represents a growing recognition of the fact that the division between the Sophomore and Junior years is not as distinct as it was previously held to be. Later this definition was abolished entirely and does not appear in the Association's present characterization of a college.

In a true college of liberal arts the natural break comes at the end of the Freshman, rather than at the end of the Sophomore year. This fact is coming to be recognized by many institutions. For example, Yale has organized a separate administration for its Freshman year, followed by two three-year courses, one in scientific training, Sheffield Scientific School, and the other in liberal arts, Yale College.

High school graduates, for the most part, come to college without satisfactory preparation for college work. This situation may as well be recognized frankly by making the work of the Freshman year a continuation of the work of the high school. In view of the unequal opportunities provided by high schools in different localities, entrance requirements cannot be placed very high, nor can they be rigidly administered. Final judgment upon a student may well be deferred until the end of his Freshman year. At that time he should be required to pass a comprehensive examination, both oral and written. This examination, supplemented by his year's record as a Freshman, together with such help as may be had from intelligence tests and other appraisals of his intellectual capacity and of his qualities of character, should furnish a more satisfactory basis for determining his fitness for college work than any method now in vogue. If this policy were adopted, the work of the three upper years could be arranged as a unit, and methods could be employed which would be hopeless if used under present conditions.

In so far as a junior college attempts to do college work, it should be limited to this first year, and standard colleges might



well refuse to give credit beyond the first year for work done in any institution which is not able to offer full opportunities for the Bachelor's degree.

This proposal for the separate administration of the Freshman year and the recognition of the three upper years as an organic unit leads to a second suggestion that has been made for modifying the four-year college of liberal arts, namely, to compress its work into three years.

If some sure method could be devised for selecting students of superior ability, and if they came with adequate preparation for college work, including satisfactory language training and a genuine desire for what the colleges have to offer, three years would doubtless be sufficient for accomplishing all that the A.B. degree now represents without lowering present standards.

But these conditions are not likely to be met. Under present circumstances the Freshman year is necessary to identify students of college caliber and to enable them to complete their preparation for work of college grade. The few attempts which have been made to offer the college program in three years have not been successful and so far as I know, have been given up. Clark College at Worcester, Massachusetts, was the most conspicuous example of such an effort. The experiment there was tried under the most favorable conditions and under the leadership of admirably qualified men. But the experiment failed. In the January 1937 catalog number of the Clark University Bulletin may be found this statement:

When the College was established in 1902, a three-year course was adopted as the normal one for the baccalaureate degree. This innovation was due to the emphasis placed upon a three-year course in the will of the founder, based on a conviction that properly prepared students could secure in three years, under favorable conditions, a training essentially equivalent to that ordinarily obtained in a four-year college course. Increasing pressure, both for the admission of high school graduates who could not qualify for the three-year course and for a larger development of extra-curricular activities, led ultimately to the abandonment of the original plan. Beginning with the class which entered in September 1922, a four-year course became the normal one leading to degree of Bachelor of Arts.

A third proposed plan to change the college is to combine three years of liberal arts with one year of professional training and



grant an A.B. for this four-year combination. The temptations to this plan are more alluring in colleges associated with universities than in those separately organized, although there have been many instances of agreements of this sort between colleges and universities.

For example, nearly forty years ago the institution which I serve made arrangements with the Medical Schools of Harvard, Northwestern, and Minnesota by which our men would leave us at the end of our Junior year, and after completing the first year of the medical school at one of these universities would be given our Bachelor's degree. Harvard at that time had the nominal requirement of an A.B. for entrance into its Medical School. When President Eliot learned of the arrangement, he disapproved, with the result that it was discontinued. President Eliot said in effect that the arrangement was a subterfuge and that men who had had only three years of college work were not college graduates and were not entitled either to the degree or to entrance into professional courses based upon the degree.

Following this incident we, of our own accord, discontinued the arrangements with Northwestern and with the University of Minnesota. The plan stood as an open invitation to our men to leave us at the end of three years, and the results of the brief experiment were not satisfactory. Our degree for many years past has stood squarely for four years of liberal arts work.

In recent years this proposal has again been brought up for discussion. For example, in February, 1936, I received a letter from the president of one of the best known institutes of technology in the United States, beginning in this way:

"I would greatly appreciate your reaction to a proposal for a cooperative relationship between our institutions, whose possibilities I am exploring by writing similarly to the heads of about a dozen of the best liberal arts colleges."

It was proposed that Carleton students, interested in the plan, would leave us at the end of the Junior year and take two years' work in engineering at the Institute, which, in addition to strictly professional courses, would contain some work in the social sciences and the humanities. The suggestion was that we give one year's credit for these two years at the Institute, thus enabling the student to secure our A.B. at the end of five years and the B.S. degree in engineering from the Institute at the same time.

My reply to this letter contains the following paragraphs: "The specific plan which you suggest touches our work at a rather sensitive point,—the four-year requirement. We have moved in recent years in exactly the opposite direction from the University of Chicago. Their present program seems to be based on an attempt to standardize the A.B. degree, on the assumption that the degree can be made to represent a somewhat fixed level of attainment. They recognize that some students can reach this level in much shorter time than others, and are therefore entitled to the degree.

"Our requirements in recent years have been based on a frank recognition that the A.B. degree does not mean the same in the case of any two students who secure it, and that the real question is not whether one student can reach as high a level in three years as some other student in four; but can the same student build as broad and firm a foundation of general education in preparation for later professional training in three years as the same student could do in four? The answer to this question has seemed to us to be clearly negative. For that reason we now require all students to spend four full years in residence here or in some similar institution before they are eligible for our A.B. degree.

"If you think there is any possibility of working out a plan of cooperation based on this four-year residence requirement, we shall be very happy to consider the matter further." The whole matter was dropped at that point.

Much more in line with the real purpose of a four-year liberal arts college was the action taken by the University of Michigan about a dozen years ago. In December, 1932, I received a letter from the Dean of the School of Business Administration at Ann Arbor, from which the following is quoted:

The School of Business Administration of this University has recently made a change in its admission requirements which is of importance to those of your students who, after graduation, may be interested in going on to a professional school of business administration. This change implies a different relationship between the liberal arts college and our professional school than has hitherto existed. We have long been impressed by the importance, for the study of business, of the cultural background and the maturity of mind ordinarily implied by the completion of the undergraduate course. Accordingly, this School has decided to place its

work on a graduate basis and hence to require the Bachelor's degree for admission.

Not only does this change commend itself to us as having definite advantages of an educational nature, but it removes an objection, which has sometimes been raised by liberal arts colleges, that the transfer of students to this School at the end of their third year deprives them of their Senior year in their college and, also of their Bachelor's degree. We have been particularly anxious to remove this objection . . .

May I say further that we look upon the undergraduate part of the student's program not as "pre-professional" work in the sense of being merely preparatory, but as equally important with the professional program itself. Pursuant to this conception of the functions to be performed by the liberal arts college and the professional school, we recommend that those students who plan to enter our School avoid, in their undergraduate studies, the professional business courses . . . We feel that professors of economics and others whose advice may be sought would do well to direct those students into the usual liberal arts courses, with special emphasis on fundamental courses in economics and other social sciences.

In 1938 I had some correspondence with the Secretary of the Association of American Medical Colleges in Chicago regarding the type of training desired by medical colleges. He said: "What we want is men with an education without any vocational slant. Preparation for medicine should mean a good fundamental education, with the minimum of science and more of the humanities and of cultural subjects. We stress particularly sociology, economics, genetics, literature, philosophy, psychology, and, I would add in capitals, LATIN and GREEK. Mathematics is excellent training for the mind and is reflected by those who study medicine with a lot of Mathematics behind them. . . .

"This Association has gone on record as being opposed to 'pre-medical' and strongly in favor of good basic education. Intellect and intelligence, the power to understand and to reason, above all the ability or power to THINK . . . A good teacher is one who teaches his students how to think, to learn, to reason, to ask 'Why?'; not one who can tell the most in the shortest space of time . . . Why don't the colleges do their work in their own way regardless of 'preparation' for any field? They can do a good job that way. I am not speaking for myself alone, but for the whole group of medical educators."

The recent action of Northwestern University in formulating its new requirements for the B.A. degree is closely in line with the educational philosophy just expressed and brings encouragement to every genuine four-year liberal arts college in the country. The bulletin announcing the establishment of these new requirements contains the following statements:

The program is planned as a four-year program with no summer class work . . . Minds educated to solve problems and so cultivated as to enrich one's personal life are not the products of a hurried learning. The whole purpose of this program is to deepen the educational experience. To accomplish this end an extensive period is essential that the student may have time to reflect on his experience and to mature his ideas . . . the program fosters in the student's mind the conviction that an education is a long term process rather than a matter of passing separate courses or accumulating credits.

I have reviewed the principal proposals that have been made during the last fifty years for modifying the four-year college. Notwithstanding some of the minor changes which pressures resulting from these discussions have brought about, the essential structure of the College remains intact and is likely to do so for long years to come.

There is still, however, the question as to what use a student should make of the opportunities thus provided. Should all students be required to devote four years to securing an A.B. degree? Or should they be given the opportunity of doing the work as rapidly as possible, including study during the summer months?

There is no question that college students, even after going through the winnowing process involved in college entrance, vary greatly in their intellectual and moral capacities. A rigid program for all students would probably serve the purpose of some educational or philosophical point of view or of some vested interest rather than the welfare of the student himself. There is ample scope within the limits of a four-year liberal arts college for individual programs adapted to the needs of a wide variety of students.

Among the varied gifts possessed by students is the capacity to work rapidly. The time factor is an important element of difference in the performances of different minds. The mind

that moves most rapidly is not necessarily the one which gains the soundest insight into the problems with which it deals. Very often a slow-moving mind is characterized by an awareness of relationships between situations resulting in truer insights, better balanced judgments, and ultimately in surer wisdom, than are gained by more agile and quicker minds which are also likely to be more superficial.

No combination of mental characteristics in any particular student seems to me to make it obvious that his training at the undergraduate level should be accomplished in less time than is required to enable the college to carry on a program that will bring the richest opportunities to all its students.

A student who accelerates his program in an institution organized on a four-year basis finds himself out of step with much of the valuable routine of the institution and is likely to miss many of its intangible values. The presence of such students tends to weaken the faith of other students in these vital processes and to lower the morale of the institution as a whole.

A college cannot accomplish its full purpose with a student in less than four years, and any college which has a majority of its students for only part of the time cannot do for the four-year students what a college with a majority of fulltime students can do. Such a college is able to maintain scholarly standards of a far higher level than ungraded institutions which are willing to do the miscellaneous work required by irregular students.

A college with a large majority of four-year students is able to maintain a richer and more inspiring atmosphere than other types of schools; the incidental phases of its life are more significant. G. Stanley Hall has emphasized the importance of the indirect educational influence of a college. He says: "The best education is not that which comes with effort from direct attention and application, but there is an unconscious education which is much more important and which is carried on in the penumbral regions of the mind. This environmental education needs more time." This statement from Dr. Hall not only buttresses the argument for the four-year college, but it also sounds a note of warning to the college that it should jealously guard that intangible something which we call its "atmosphere," in order that the influences that affect the marginal regions of the students' minds may be



influences saturated with scholarly ideals and earnestness of spirit.

I think it may also be maintained that it is in the last two years and not in the first two that a college accomplishes its purpose with a student and creates within him its distinctive ideal. It is not in connection with Freshman mathematics, or the beginning languages, or elementary sciences, that a college finds its real opportunity. The work of these first years is largely a preparation for what the college has to offer in the years that follow. It is only when the student begins to delve into philosophy and economics and the social sciences and when he begins to understand the natural sciences in their implications, and has developed a real taste for literature, and something of perspective in history, —it is only then that his personal philosophy of life can begin intelligently to take form.

The aim of a college is just as definite as that of my professional school. That aim is to help the student develop with respect to all his capacities into a mature, symmetrical, well balanced person in full possession of all his powers, physical, social, mental, spiritual, with an intelligent understanding of the past and a sympathetic insight into the needs and problems of the present.

A liberal education should create in a student a disposition to face facts squarely whatever they may be, and the ability properly to appreciate and evaluate them when found. It should enable him to recognize and to test his own prejudices; it should keep him open-minded and tolerant in his attitude toward others, and at the same time enable him to anchor himself to the truth because he is able to detect its outline and to trace its leadings.

He will be able to live worthily in the present because he understands the past. He will be in possession of convictions based on the experience of the race, and not be unsettled and blown about by every utopian wind stirred up by those who would cure the world's ills in a day. A college education should broaden a man's sympathies and deepen his purpose to serve the common good.

If the colleges of liberal arts cannot develop citizens of broader outlook and deeper sympathies than other types of institutions, then they fail of their chief function, and there would be little hope or reason for their permanent existence. But I believe there is a difference, and I am convinced that this difference is shown



chiefly in those who have taken the full course and have become the children of their alma mater, and not by those who have joined the college household temporarily.

Any college in taking a student does so with the hope that ultimately the student will come to represent the ideals for which the college stands. If he leaves in the middle of his course, he never comes fully under the influence of those ideals, and the very fact that he leaves shows that the influences of the place have not fully gripped him.

Every genuine college in the country desires to graduate the great majority of her students and have them permanently for her children. The sentiments and loyalties that cluster around an alumni relationship to a college that has really inspired and given one a start, are among the most significant and satisfying influences that can ever possess a man. They constitute the chief asset of a college, and are a lasting blessing to the graduate himself.

The four-year college of liberal arts is America's unique contribution to the educational organization of the world. Its ideas were never more needed than now, and in the strengthening of undergraduate work, both in colleges connected with universities and in those separately organized, lies our greatest hope for educational advancement.

## THE CHURCH COLLEGE AFTER THE WAR

IRWIN J. LUBBERS

PRESIDENT, HOPE COLLEGE

**T**HE function of the Church College in American higher education has received clarified definition through the crisis that has confronted democracy during the several decades past. That definition must find expression in action if we are to meet successfully the dangers that will beset the "rights of man" in a critical measure for some time to come. It is urgently necessary that these colleges acquire an increasing awareness of their unique responsibility. As public institutions maintained by private support and managed under administrations independent of public control, they have a peculiar responsibility and a supreme opportunity.

### GUARDIANS OF FREEDOM IN HIGHER EDUCATION

The independent colleges and universities of the country include church-related colleges, colleges which owe their origin to the church but have no longer any church relationship, and all other colleges free from public control. These independent institutions are the guarantors of freedom in American higher education. The great preponderance of these independent institutions are the Church Colleges, and thus they carry the major share of this vital responsibility.

All scholars are free to follow the search for truth and to teach in its light as long as a large segment of the college world is free from governmental control. The fate of the German universities (once the mecca of scholars throughout the world) when Nazism came to power, indicates the need of our dual system of public and private control of the resources of higher education. As long as the American public, or any minority group within it, is free to establish its own college no legislature, political party, or individual will be able to determine the framework of college or university training or to use it for the attainment of ulterior goals.

NOTE: Digest of remarks made by Irwin J. Lubbers, Chairman, Commission on Christian Higher Education, at the regional conference of the Association of American Colleges held on the campus of Whitman College, Walla Walla, Washington, June 25, 1945.

It is difficult to delineate all the elements in our complex American life which guarantee freedom, but not the least of these is freedom at the apex of the educational process. Without this freedom America perishes for it was freedom that gave it birth.

The word of the Lord, by night,  
To the waiting Pilgrims came;  
As they sat by the seashore  
And kindled their hearts with flame:  
"My angel, his name is Freedom;  
Choose him to be your king.  
He will cut pathways East and West  
And fend you with his wing."  
We grant no dukedoms to the few.  
We hold like rights and shall:  
Equal on Sunday in the pew,  
On Monday in the mall.  
For what avail of plow or sail  
Or land or life, if Freedom fail?

—Emerson

One of two pitfalls may confront the independent college as it seeks to serve as the guarantor of freedom: first, the temptation to narrow its public service by cutting it to a sectarian pattern, and second, the tendency to view the college as an end in itself with resultant low standards of teaching and attainment. Only a good education is a liberal education, and only a liberal education is a free education.

#### GUARDIANS OF AMERICA'S SPIRITUAL HERITAGE

Our national history is rich in spiritual tradition. Leadership is exercised by men in whose lives the church, the Bible, public worship, and family allegiance to the claims of religion were formative forces. A new generation is growing up to whom this experience is denied.

Faculties of Church Colleges have not fully realized the responsibility of bringing to spiritual maturity the leaders of tomorrow who were placed in their charge. In 1940, Floyd C. Wilcox, director of personnel at the University of Redlands, uncovered some startling facts concerning the use made of religion on church college campuses as a resource for solving students' personal problems. Although the number of students who did resort to religion for personal help was small, it was twice the number

of those who reported receiving advice from faculty members to make such use of religion. Of 815 Protestant students interviewed only 20% reported having ever received such advice from faculty advisors, 54% said teachers *never* mentioned religion and 26% reported that they *seldom* had heard religion mentioned as a personal resource. It is superfluous to say that the report from Catholic students was markedly better in this respect.

The Church Colleges can subscribe to but one ultimate goal: complete commitment to religion not as a form but as a force in shaping life. Borrowing the rhetoric of Nazism it may well be said that Christian totalitarianism must permeate the Christian campus. Substitute Jesus for Hitler and the Bible for *Mein Kampf* and such a complete surrender becomes the avenue for the fullest individual self-realization.

To accomplish Christian unity on the college campus there must be a *dependable* inner circle. Every faculty person must be a "party member" wholly committed to promoting "the cause" under any and all circumstances. A liberal arts college is not the place for creedal uniformity, but neither is a Christian College the place for veiled sarcasm and subtle aspersions upon the Church, its Founder and its Sacred Scriptures. The faculty of the Christian College must believe in the world-wide mission of Christianity and must be devoted to its promotion.

#### SPERA IN DEO

Europe is a monument to man's folly. Rubbled cities, uprooted peoples, poverty, pestilence, famine: these are products of human genius operating toward selfish ends. For man bereft of God there is no hope.

Into the dust of the making of man  
Spirit was breathed when his life began,  
Lifting him up from his low estate  
With a masterful passion, a wish to create.

Out of the dust of his making, Man  
Fashioned his works as the ages ran:  
Fortress and palace and temple and tower  
Filling the world with the proof of his power.

But a voice comes from the sky,  
"Set thy desires more high.

Thy buildings decay  
Because thou buildest clay.  
Now make the fabric sure  
With stones that will endure.  
Hewn from the spiritual rock,  
The immortal towers of the soul  
At death's defying hand shall mock  
And stand secure while ages roll."

—Henry Van Dyke

If civilization is not to perish we must heed the "voice from the sky." The Christian College has no choice but to be its interpreter. Unless the Church College accepts this role there is left for it no function in the postwar world.

## EDUCATION AND THE WORLD OF TOMORROW

HARRY JAMES CARMAN

DEAN, COLUMBIA COLLEGE, COLUMBIA UNIVERSITY

**WE** live in an age of rapid historical transformation. All over the world old institutions, old traditions and old ways of life are either disintegrating or being outmoded. The present war, like its predecessor, is symptomatic of the change. There are many persons, to be sure, who either do not realize that we are in the midst of a revolution or, knowing it, find it convenient to ignore its existence. Many of us dislike change either because we are accustomed to the habitual and traditional or because change endangers that which is dear to us.

It is not my purpose this evening to dwell at length either upon the causes of this revolution or upon the form or forms it may ultimately assume. Among those who have sought to unearth its roots there is general agreement that it is primarily the product of the failure of nineteenth century ideas and patterns of life to fit twentieth century conditions. Notably is this true of the doctrines of the economic man and political nationalism. Either singly or together many of the institutions built around these two doctrines have made for disunity and social disintegration and have failed to safeguard the masses of mankind individually and collectively from the recurring ills of insecurity, of frustration, of internal and international chaos.

Prophecy is poor history. What the end product will be of the great transformation through which we are passing, no one knows with absolute certainty. Much will depend, it seems to me, upon the direction in which the revolution is channeled—whether into authoritarian and totalitarian or into democratic channels. If the latter with its emphasis upon human welfare, then it seems reasonably certain that the World of Tomorrow may well be, as Julian Huxley puts it, the Age of Social Man in contrast to the World of Yesterday, the Age of Economic Man.

If we are justified in believing—as I think we are—that the World of Tomorrow will usher in the Age of Social Man—a new

NOTE: Address delivered at a Convocation, Wayne University Graduate School, January 16, 1945.



era in which purely economic motives, though continuing to be important, will be relegated to second place in favor of broadly social motives—what are its principal characteristics likely to be? In light of the historic past and the discernible trends of the present they may be set down somewhat tentatively as follows:

1. The World of Tomorrow—the product of the scientific, nationalistic, humanistic and democratic revolutions of the last four hundred years—will be a world where values will be expressed not so much in terms of money or personal material advantage as in terms intellectual, aesthetic and spiritual.

Nowhere, perhaps, will this change be more noticeable than in the United States, for whatever else we may profess to be, we are a practical, materialistic people. The great majority of our forebears who came to these shores came to improve their social-economic status, to get on in the world. The firstcomers found an unexplored virgin continent, which they and succeeding generations by means of hard work, endless planning and technical ingenuity proceeded to conquer and to exploit. Values were expressed in terms of money or personal material advantage and not in terms of the acquisition and refinement of the standards of value which I believe will feature the World of Tomorrow. Success in life meant getting on in a material way and it was natural that it should be so. In the past the territorial growth of the United States, its vast stretches of fertile land, its rich stores of natural resources, the overlapping waves of immigrants continually providing a new bottom layer for the social structure and the rise of new industries have often combined to make it relatively easy to rise from office boy to captain of industry or commercial prince. Today, as the nation approaches maturity the proportion of each generation who can rise to such a status will probably become smaller and smaller. In all likelihood this form of success will be replaced by other values in life, non-materialistic in character.

2. The World of Tomorrow will be a world more than ever concerned with human equality in terms of the elimination of racial and religious prejudice and bigotry. The day of the white man's supremacy is over. Throughout the ages the brotherhood of man has been stressed by every great spiritual leader and spokesman. We all remember St. Paul's assertion: "He hath made of one

blood all nations of men for to dwell on all the face of the earth." And the same thought is expressed in the First Epistle of St. John. Time and again, however, the doctrine of the brotherhood of man has been overruled by tribal, religious and national sentiments which rest entirely upon cultural and environmental rather than upon biological grounds. Racism as such is a myth. We know that most of the peoples of the world today, including the Germans, the Russians, and the Japanese, are not race-pure. Even the Jews of the Bible were of mixed descent and during their dispersal they have interbred with the surrounding peoples. The Nordic theory is entirely mythical; it rests upon no scientific basis. Race is not the essence of nationality, as some would have us believe. In the last analysis the so-called "racial minority" problem is fundamentally linguistic or cultural. In the case of the American Negro it is largely one of pigmentation coupled with the white man's failure—because of lack of knowledge, prejudice, job-rivalry and discrimination—to help the Negro improve his living conditions. Above all, racism as applied to the Negro in America is a cloak for social snobbery and selfish economic aims.

3. The World of Tomorrow will be a world more than ever concerned with human welfare in terms of the elimination of social maladjustment, industrial injustice and economic security. The common man will continue to battle for a better standard of living in terms of job security, conditions of employment, housing, health, education, recreation and opportunity to develop his talents for a share in service to and control of, his community—local, state, national and international.

4. The World of Tomorrow will be a world where man will continue to gain control over the physical world. From ancient times, science and technology have affected, and are still affecting, the lives of all men. Every aspect of our culture is affected by their advance. The things we make and use, the food we eat, the clothes we wear, the houses we build, the way we travel and communicate, the way we cure and prevent disease, the way we conduct war have been increasingly shaped by science. Research, discovery, invention have long since become bulwarks in our rapidly changing world. Within the past four or five hundred years the traditional culture, especially of the Western world,

under the impact of science has undergone marked change. To-day, too few of us appreciate even in remote degree the extent to which biology, psychology, psychiatry and biochemistry are revolutionizing our conception of human nature and understanding.

But science and technology in and of themselves are not sufficient. We need to establish definite social goals for human betterment. In a word, we need social engineering. Science and technology are not ends in themselves but means to an end. They are servants of good or evil depending upon the use or uses to which they are put. Their maximum service to the masses of mankind cannot be realized as long as we continue to live within an antiquated institutional framework.

5. Man's conquest over the world of physical nature means that with the proper distribution of goods and services we will not only be able to improve our standard of living but have more leisure for living. And by "living" I mean something more than going to the movies, to football games, to the races, to cocktail parties or keeping up with the rich in lavish but superficial display. I would have the people of the World of Tomorrow use their leisure time not as passive consumers of standardized and commercialized amusement but as creators and active participants in recreational activity on a community basis. I would have them seek satisfaction in community planning and beautification and in community service for the common good. Part of the leisure time in the World of Tomorrow may well be devoted to hobbies, to travel, to the discovery of one's talents and how they can best be used. Many of us accept the world as we find it and are therefore unaware of our latent possibilities for a fuller life.

6. The World of Tomorrow will be a world of both freedom and control: freedom of religion, of speech, of organization, of learning, of opportunity, of enterprise. It will be a world where society through government will be free to prevent monopolization and other forms of economic activity antisocial in character. For a quarter of a century or more we have been moving in the direction of what Professor Walton H. Hamilton of the Yale Law School calls "corporate feudalism." Free enterprise in the older sense of the term no longer exists. The free and open market has tended to disappear. Our large corporations have already become great economic giants—economic states, if you please,—

within a democratic political framework. And these feudal economic giants increasingly swallow up smaller business enterprises. Not only is this taking place on a national but, in the form of the cartel, on a world basis. No sane person can reasonably object to business merely because it is big; but he can and should object to any business organization which is antisocial in character—which seeks to eliminate competition, restricts production, fixes prices to avoid price competition and limits the use of new inventions, thereby restricting the benefits of technological advance, all in the name of profits. Nor should the person who raises his voice against the antisocial corporate state be any less vehement in his condemnation of the socially irresponsible and crooked labor leader or of a political administration which permits vice and racketeering for the sake of graft.

7. The World of Tomorrow will be a world where more people will be more free in the sense that they are masters of themselves. We become masters of ourselves, as President Henderson of Antioch so well points out, when we have learned to utilize fully and creatively our individual abilities—intellectual, physical emotional. People are not free who are handicapped with unnecessary psychological inhibitions, who are the victims of preventable disease, who harbor irrational prejudices against men of differing views, of other cultures or other races, or who practice religious bigotry. People are free in the degree to which they possess the tools of learning and techniques of action, the ability to verbalize, to analyze and synthesize, to create, to organize, to administer. People are free when they have learned to rid themselves of ideas, concepts and institutions inherited from the past, which have either been undermined by scientific investigation or proven inadequate by experience. As long as people attempt to live in accordance with cultural patterns that may have fitted another generation but are now outmoded, they are not free.

Man is beginning to realize that his culture and social organization are not unchanging cosmic processes, but are human creations which may be altered. For those who cherish the democratic faith this means that they can and must undertake a more or less continuing evaluation of their ideas and institutional patterns in terms of the consequences for human life. The task of bringing and keeping a culture up-to-date is gigantic, but

unless man has the wisdom and the courage to undertake it, he cannot be the master of his destiny. In this connection I am reminded of the wise admonition of Alfred North Whitehead that a people preserves its vigor only so long as it harbors a real contrast between what has been and what may be and is nerved to adventure beyond the safeties of the past. Once such a spirit of venture is lost, a civilization is already in full decay.

8. The World of Tomorrow will see the creation of an international world organization predicated on the interest of all nations. Technologically the world has grown smaller. In a world in which man can travel from New York to India in less time than it took Benjamin Franklin to journey from Philadelphia to New York, it is nonsensical to think that any nation can be either isolationist or a practitioner of absolute sovereignty. Henceforth no single state can claim the right to order at its sole pleasure those matters that vitally concern and equally belong to other states as well. Opponents of international order raise the question of national sovereignty. They do not know, or else ignore, the fact that sovereignty is a concept framed by sixteenth century lawyers to support the monarchical power in emerging national states and has long since been outmoded by technological advance. It will be tragic if the forces of reaction, hiding behind the double-hued cloak of national interest and national sovereignty, should prevent the establishment of some form of international organization capable of wrestling intelligently with the problem of cartels and other issues international in character. Without such an organization backed by effective world-majority opinion, there can be no durable peace and the world will hurry forward into the horror and utter ruin of World War number III.

9. And lastly, education in the World of Tomorrow, if it is to be an Age of Social Man, will increasingly be a liberating education. Liberating in the sense that it frees men from ignorance, superstition, fear, prejudice, unnecessary physical handicaps and the need to use force in the solution of human problems.

I strongly suspect that many of my listeners have already labeled me a dreamy idealist whose World of Tomorrow is just another never-to-be-realized Utopia. If so, I plead "not guilty." As an historian I know that things do change, even though sometimes slowly. I know, too, that powerful antisocial elements may



defeat those who work for the democratic way of life and that the World of Tomorrow may be organized on authoritarian and totalitarian lines. This, however, I do not think will come to pass. The World of Tomorrow whose characteristics I have just set forth is within the realm of possibility. In terms of human needs is it not the kind of world we should endeavor to create?

If we believe this is the kind of world we want what, then, should be the role of education?

First and foremost, we want an integrated system of education which in all its aspects, from kindergarten to adult, is deliberately focused in the direction of the kind of world we strive for: a democratic world where every person participates in the affairs of his community and has a deep sense of responsibility for what goes on therein.

In a recent volume entitled *Education for All American Youth* prepared at the direction of the Educational Policies Commission and published under the auspices of the National Education Association, the suggestion is made that the schools of the United States be dedicated to the proposition that every youth receive an education which will (1) equip him to enter an occupation suited to his abilities and offering reasonable opportunity for personal growth and social usefulness; (2) prepare him to assume the full responsibilities of American citizenship; (3) give him a fair chance to exercise his right to the pursuit of happiness; (4) stimulate intellectual curiosity; engender satisfaction in intellectual achievement, and cultivate the ability to think rationally; (5) help him develop an appreciation of the ethical values which underlie life in a democratic society.

Unquestionably these are dynamic functions of the kind of education I have in mind. To these five items might well be added four others: (1) Teach every person to have an international as well as a national point of view. Every one of us should have a world consciousness into which our national feelings and ideas can be fitted. (2) Every person should be taught to understand the importance of historical perspective and cultural continuity. (3) Stress the importance of what for want of a better term I call color equality. The color line must go; and upon the schools of this country rests in part the responsibility for its disappearance. (4) Every person should be taught to be critical of his



social-cultural inheritance in terms of ideas, concepts, attitudes, material things and institutions. Those who dwell in the World of Tomorrow should not be encumbered with outmoded baggage irrespective of kind or character.

And this brings me to my last consideration. Are our institutions of learning in their objective, staff, curriculum, and community interest and support doing their utmost to educate in mind and spirit, the kind of men and women we want in the World of Tomorrow? Space does not permit a survey of the situation at all levels, and I shall, therefore, confine my remarks largely to the college and the university. I cannot refrain, however, from pointing out that at all levels there is dire need for better educational perspective and planning, better teachers and teacher training, closer cooperation with parents, more experimentation, greater knowledge of individual differences in native ability, aptitude and emotional make-up, and more adequate funds.

On the college level we should no longer be content with an admissions system that fails to take into account individual aptitudes and capacities and insists upon making accomplishment in certain fundamental disciplines the sole criterion for acceptance. Should we, for example, deny admission to a young man who may be in the tenth percentile of the quantitative scores and in the ninetieth percentile of mathematics scores on the American Council psychological test? The time is overdue, as Burton P. Fowler, principal of the Germantown Friends School, suggests in his challenging article in a recent number of *The Yale Review*, when we should give a great deal more weight to other qualities than mere achievement in a formal program of studies. We would, for example, do well to attach importance to evidence of active interest in literature, music or art, of ability to speak clearly and concisely without affectation, of manliness and directness of manner, of attractiveness of personality and, above all, to evidence of the candidate's having engaged in some worthwhile activity in his school or in the community in which he lives.

Nor should we be satisfied with a curriculum that is lopsided, that fosters narrow specialization, that is not rich in its historic-cultural significance, and that is not closely related to the contemporary scene. I have no desire to prolong the debate which

centers around that group of educators who would "liberate" modern youth by sole reliance on a portion of our past heritage. But I do not believe that acquaintanceship with that heritage gained by reading and discussing the great books, important though they may be, alone can give either the data or the insight for resolving the social problems of the world of today and tomorrow. If we would understand a complex world and gain mastery over it, we will not be content with a dressed-up scholasticism, even though it makes for flexibility of mind. We will insist upon a balanced curriculum built around the natural sciences, the social sciences and the humanities of which the great books are only a part.

In a world where our lives from the kitchen to the battle line are shaped by the influence of machinery embodying scientific principles, and where major social questions involve scientific matters, it is important that those we graduate from our higher institutions of learning should know something of science and the scientific method. It is not enough that they should take a couple of oldfashioned departmental science courses. We need to devise new courses in which the nature of science, the concepts that apply to its various branches, the basic results achieved, and an account of the ways in which results can be achieved will be presented systematically. Not a superficial survey, but a comprehensive view, accurate and detailed where necessary, so that the educated man and woman will no longer feel at sea in the stream of scientific thought nor baffled in the face of scientific problems and solutions. Unfortunately too many of those we graduate are ignoramuses as far as science is concerned.

If there is need for the natural sciences there is no less need for the social sciences. Every college in the land should avoid graduating social and political illiterates. Here, too, we need to build a comprehensive course that has both breadth and depth and is functional. In this course I would make history the combining principle. It has been my observation that many of our educational institutions in their zeal to make education "meaningful" and "significant," to have it concerned with "public affairs" and come to grips with pressing issues of our time, have insisted on concentrating on events of the day and forgetting about the "dead past." No one, I venture, can quarrel with those who

would make education more functional and have us better understand the insistent problems of the present. Yet I would not want those who emphasize what, for want of a better term, I call the dominion of the immediate to forget that the world of today is the result of an historical process; we *are* the past embodied and acting under new circumstances. And so it will be in the World of Tomorrow. That part of the past which is still alive in us must be studied in its origins before our motives and desires can be fully understood. The really educated person should know as much as possible about the development of modern man and his institutions. He should know why and how representative democracy was developed, under what handicaps it has labored, what theories have been held concerning it, what obstacles must be overcome that it may continue to function.

This knowledge of the historical past is, in reality, practical knowledge, for it is knowledge of what has been tried successfully and what has been tried unsuccessfully; it is designed to prevent the repetition of mistakes. How can we comprehend Winston Churchill and his problems if we know little or nothing of the British Empire? The opportunism of present-day organized labor in America becomes more intelligible if we know the history of labor in this country during the last quarter of the nineteenth century. General Franco cannot be understood unless one knows what transpired in Spain prior to 1900. The great currents of Democracy, Nationalism, Imperialism, Capitalism, Socialism and Industrialization must become alive as realities in the mind of the youth who is not only to undergo their effects but who wishes to master a complex world for the sake of a better life.

The need for the humanities is no less apparent. In any right curriculum a place equal to that of natural science and social science must be given to philosophy, literature, music and the arts. These subjects deal with morality. Philosophy and literature deal with it directly; in fact they deal with little else. Music and the fine arts deal with it indirectly. There is no better way of getting young people to think about the moral life—the life of right action and right feeling—than through the study of the humanities. They provide an anchorage in adversity. To know how strong, courageous, and exacting the human spirit can be is to possess a truly fortifying knowledge. One person may get

this knowledge from Greek architecture, another from Shakespeare, yet another from Mozart, and still another from an Emerson or a Walt Whitman. This very diversity of human fineness is in itself a thing of the greatest educational importance. Indeed, it is the fundamental assumption upon which democracy is built—the perception that the human spirit can take innumerable good forms. Nothing can reach this better than the arts. Not only do the arts deal directly with diversity itself but they also teach us that there are diverse kinds of goodness. The Cathedral of Chartres is not better than the Parthenon, Shakespeare is not better than Homer, Strauss' *Blue Danube* is not better than Sullivan's *Iolanthe*. The kind of each is good and each is good of its kind. Elsewhere<sup>1</sup> I have pointed out that where we do say a particular work or a particular artist is better than another, the lesser work or artist is not thereby destroyed or even diminished. Moreover, the actual problems of life are solved only in the way of art—that is, provisionally, for life is in constant process of change.

Another item closely related to matters of curriculum deserves brief comment, namely, cultural versus vocational studies. Although an ardent defender of the liberal arts program whose foundations I have just emphasized, I am no less a believer that in the world of today and of tomorrow all education worthy of the name should help us the better to understand and to improve our contemporary culture. In other words, it should be functional. In a world where life is short at best it is "scholastic snobbishness," as President Dodds of Princeton recently said, to assert that nothing useful should be taught in college. Let us not forget Whitehead's wise injunction that "education is the acquisition of the art of the utilization of knowledge." And let us not forget, too, that all cultural studies if properly taught have vocational implications. Only those who would confine education to the ivory tower and refuse to rub elbows with the world of which they are a part would deny this fact.

On the other hand, let us remember that any vocation pursued without knowledge of its total social meaning is apt to be boring and stultifying. In the past, too many of our professional and

<sup>1</sup> "The Making of Leadership," *The Saturday Review of Literature*, XXVII, No. 38 (September 16, 1944), 9-11.

vocational schools have unfortunately insisted that the student ignore cultural subjects and concern himself with courses narrowly professional or vocational. The consequences have been inevitable. They have graduated men and women technically trained, sometimes to work efficiently in a very narrow field, with little or no interest in the cultural implications of their profession, much less in those things which would enable them to formulate for themselves a satisfying philosophy of life. Vocationally we are the wonder of the world, but in the realm where circumstances demand virtue and political fitness—an acquaintance with the past, high character, broad sympathies, objectivity, a disinterested understanding of the springs of human action—we have been much less successful. The social, political and esthetic incapacity of the person without cultural background and trained only in the technique of his work is likely to be appalling.

The World of Tomorrow much more than the present world will emphasize and provide for adult education. Increasingly, we are aware that education is something that covers the whole of life and should not, therefore, be confined to youth. Adults constitute an important and controlling part of our citizenry, and education for citizenry never ends. In an ever-changing world new issues arise. Youth cannot make best use of its talents in an environment where the adult portion of the population is illiterate and ignorant. Nor can a democratic society long exist in such an environment. In the World of Tomorrow our schools and colleges will be community centers to which adults will come—some to listen to or participate in panel discussions, some to attend forums, some to improve an old skill or to learn a new one, others to join a reading group, still others to receive instruction in home hygiene, home nursing and first aid; some will come to take courses in business management and labor leadership; all will seek counsel and guidance.

No matter how all-inclusive an educational program may be, and no matter how well-formulated may be the curriculum, its implementation in the last analysis depends upon finding teachers of vision, interest and competence. Instruction at the college and professional school level in this country leaves much to be desired. Our staffs contain too many persons who because of



personality and training are misfits. Mediocrity or worse cannot produce good educational results. Nor can we expect to succeed educationally if the teaching staff is poorly paid and overburdened. Political pressure and control either within or without academic halls undermines both morale and achievement.

In this connection certain items concerning our graduate schools are obvious. Their primary purpose should be, as it theoretically has been, research, the quest of truth, the advancement of learning and understanding. To this end their faculties should be composed of persons of outstanding competence in terms of intellectual curiosity, imagination, critical judgment, social consciousness and working methods. They should receive adequate salaries and be encouraged in every reasonable way to become productive scholars. If in the future we are to depend upon our graduate schools to train those who give instruction at the college level, ways must be found of avoiding overemphasis upon specialization and the recommending to college authorities of persons totally unfitted to do college teaching. Those in charge of our graduate schools should remember that henceforth in the college, broad courses in the natural sciences, social sciences and the humanities will in all probability be offered in place of many unrelated, specialized courses on a departmental basis. We need specialists, but specialists broadly educated and trained, dynamic in personality, and of philosophic insight. Our graduate schools are already wrestling with this difficult problem: admissions are being rigidly scrutinized, courses of study more carefully planned and seminars arranged on a cooperative or divisional basis.

The educational task that confronts us is a tremendous one, but one from which we cannot turn back. We must go forward. Let us remember that the colleges of America are public service institutions whose primary purpose is education for citizenship. Those of us who are at the helm are stewards of a public trust. As such we must be self-critical. Outmoded courses and methods must go. We must be realistic, experimental and progressive. Above all, we must help to widen and deepen the sensitiveness of those whom we would educate. To do less is to shirk our responsibility and to forfeit our leadership.



## THE TEACHER AND THE MACHINE

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IT is impossible for teachers of English Composition not to observe how rapidly objective testing has been infiltrating into our positions during the past few years. Our recent experiences in crowded classrooms where khaki and navy blue were the dominating colors have no doubt done something to smooth and broaden the way for standard tests; but the original phenomenon behind the whole movement is still the most important, to wit: the shift from Teacher to Machine.

This shift is the result of the pressure of time and the pressure of numbers. With so little time and so much to do by way of "processing" our large classes, in desperation we turned for aid to the Machine. We turned to it just as the personnel directors of a large factory would when confronted with the task of processing their large corps of workers. Efficiency—the watchword of the factory—is nowhere better illustrated than in the classification of its human units. As the employees by the hundreds or thousands become a part of the factory system, they pass through the efficient machinery of the testing program devised by the personnel experts. The data are efficiently gathered, classified and filed. A flip of the finger lays bare to the inspector's eye the objective record of each worker on the production line: there is his filled-out questionnaire, his day-by-day output record—the complete picture of his manual or technical skill.

A system of this kind is good for the factory: it shows where inefficiency exists and how it may be corrected. It brings about increased production and larger profits. The personnel director of the factory has a right to be proud of his neat filing cases with their thousands of little white, pink, and yellow cards.

We teachers of English Composition, particularly those of us in the larger universities, are caught between the heavy pressures of time and numbers at the beginning of every school year. Like Caesar and the factory expert, we have to do everything at once. The freshmen are so many, they must be processed speedily, and our staff of instructors and graduate assistants, now subbing as

personnel experts, is, alas, so small. Into the quiet efficient cogs of the placement test we feed our droves of unprotesting first-quarter students.

## II.

Necessity is a strong argument, and no one can deny that the assignment of our freshmen to their English classes must be done quickly. Agreed. And if the machine can help us through the hurly-burly of Freshman Week, by all means let us use it and be thankful.

The trouble is that we do not wheel the machine into a corner and put it and its doings out of our minds when its use is over. The factory expert cannot forget his stacks of card-files; and neither, to our sorrow, do we forget the white, pink, and yellow records of our placement tests.

We should forget them; for when classes actually begin they are of little or no use to the teacher and may be a real stumbling block. They may prevent us from getting down to the real business of teaching. As soon as No. 1076 and No. 3724 come to life and walk into our classrooms as Joe Smith and Betty Brown, freshmen, the scores of Freshman Week slide to a level of very small importance.

Why is this? The answer lies in the fact that our aims as teachers are vastly different from the aims of the factory, which are the bankable profits of mass production. Our interests are centered solely upon the training of the individual student in the twin disciplines of thought and expression. Intangible, unseen profits are the only returns from our work that really matter. It is precisely because the interests of the classroom are so alien to the interests of the assembly line that we should guard against the encroachment of the machine system into our teaching. Teaching is our business; but if we become too businesslike about it we are risking failure in our most important duty.

These principles will probably be taken as admitted premises. And yet it is not uncommon to find teachers of English Composition who conscientiously insist that the final grades of their students have to correlate with the showing they made on the placement tests of far-off Freshman Week. The argument of these instructors is that the tests were expertly devised and administered and graded by an infallible electric machine. Effi-

ciency far beyond any one poor teacher's capacity presided everywhere to make the tests as fair and foolproof as machinery could devise. How could a fallible mortal a few weeks later draw up a list of grades that did not tally with the inexpugnable record of the objective test?

It is all too evident that a grading policy of this kind is a natural result of our worship of the machine. Equally evident but harder to correct are the fallacies of this policy: the false analogies upon which it rests, its confusion of objectives, its disregard of the human equation. If we consider these fallacies carefully, it is ten to one that we will be left with the conviction that we should seriously reestimate the worth of our whole system of objective measurements. It is high time that we begin to test the tests.

### III.

It is maintained everywhere that the placement tests given at the opening of the school year are of great aid in helping us section our classes. But how extensive is this aid? By these tests the upper ten per cent, let us say, of our freshmen students are identified; they will be given special instruction of some kind (or excused from first-quarter composition classes altogether, on the theory that they would waste their time studying under any member of the staff). The lower ten per cent of the students will also be segregated: they will be put into special classes, where they labor ingloriously, usually without college credit, for a quarter or a semester. This tally leaves eighty per cent who will get about the same kind of instruction from us they would have got if we and they had never heard of objective tests. Considering the number of students affected, let us ask: Have we been overrating the importance of our placement tests as an aid in serving our students in English Composition?

Although we have turned to objective tests as our allies in our war against time and numbers, our ancient foes will still have their revenge and dog us at every lock step. As a matter of fact, we begin with a delusion, which it takes a subjective quirk of mind to warn us of, that we have in our placement test an examination on which we cannot fairly ask any person to exercise his knowledge unless he can sit down quietly, alone, to do it with half a day ahead of him. But let us recollect the circumstances

under which freshman 4476 sweats out his placement test. Into a packed auditorium he is herded with perhaps many hundreds of his unhappy kind, and with his head swimming with the names of new courses, unfamiliar buildings, and Greek-letter fraternities, all confused with admonitions from his dean's lecture of the previous hour, he tries to focus his attention on the ten closely printed sheets of his English test. He has been through a similar ordeal earlier in the day, and his mind can assemble only enough lucidity to remember that his schedule calls for an equally strenuous program tomorrow. What we are really testing is the gambling luck and the stamina of our testee. His showing might have some value for the Departments of Mathematics and Physical Science; very little for us. Our old enemies, time and numbers, are with us yet. We cannot appreciably dent their armor with our heaviest batteries of objective tests. We must find other weapons for our students and for ourselves.

Other practical objections remain. For a week or more our placement tests circulate by the hundreds and thousands all over our campuses. It is idle to imagine that some do not go astray. Our carefully guarded secrets quickly find their way to the equally carefully guarded fraternity files. There are our latest editions, and we do not make very frequent revisions. If there is any advantage in making a high score (and we solemnly tell our testee there is) and if he is unscrupulous enough to cheat, he can easily do so—or make it possible for all his fraternity's pledges to do so next quarter or next year. The answer sheets to some electrically scored tests merely require that the testee blacken spaces one, two, or three, etc., to indicate his answer to choices one, two, or three, etc., in spelling, definition and so forth. These sheets may without superhuman difficulty be procured and prepared in advance.

The conclusion would seem to be that, as our placement tests are usually administered, they are not very efficient in aiding us to discover what we want to find out: the student's knowledge of English. No objective test can bring out this information for the simple reason that, however favorable the conditions and however willing the student, he cannot give the answer by blackening spaces on an answer sheet. There is a way in which he can give it: by writing frequent papers for us, by reacting to our correc-

tions, by comparing his ideas with those of his fellows; in short, by taking the course in Freshman Composition. Exit Machine; enter teacher.

Let us not be ungrateful or unkind to the proponents of the objective test. Let us give them, in the name of efficiency, their mechanical dues. If it is essential that we identify the two ten-per-cent groups, high and low, let us use the placement test and be thankful. Then in our classrooms let us have a truce with objectivity. To our freshmen, as to Emerson, character is more important than intellect. They can tell that something is wrong in an over-mechanized classroom, although they may not be able to tell exactly what it is. Intellect may go into our intelligence tests, but character does not. And character will not come out of them. Our students who are learning from us how to think and express what they think need something deeper than intellect. They are going to draw upon the spiritual energies of their teacher. And if the teacher is blessed by nature with a goodly reservoir of such energies, there will be some real teaching done in his classroom. That teacher will be conquering, in the only way they can be conquered, his ancient enemies, time and numbers.

A veteran director of Freshman Composition once confided to his staff, "When I was a youngster teaching youngsters, I used to worry about whether my students had their lessons. Now I worry about whether I have mine." He was teaching the spirit behind and above the fact: penetrating behind the punctuation of a sentence to its supple, vital flow of thought; holding up grammar to his students as a symbol of the concord and logic of life. He had never heard of raw scores or orientation periods, but he knew a lot about building character, which is the prime aim and end of education.

## CREATIVE ARTS AND HIGHER EDUCATION

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### PART IV

#### INSTANCES—*Continued*

WHILE Roy Harris was composer in residence at Cornell University, he stated that colleges and universities have it in their power to shape and direct serious music of the future if they will to do so. Musical composers and performers are particularly dependent on such an allied activity as teaching music to supply an adequate income and the work they offer can contribute vastly to the college students' general education. There has been an extraordinary growth in musical activity in colleges and universities in the past decade, especially through the Middle West. Such college choral groups as the St. Olaf Choir and the Hamline Choir have become recognized throughout the country. Extra-curricular college music activities are widespread and popular. Notable among them is the growth of college bands of marked excellence which are in constant demand on the campus at football rallies, alumni meets and various convocations. Some of them are so good as to have recordings made by commercial firms for general distribution and to fill extended engagements in various large cities. Musicians feel this to be good in spreading music over a wide area, bad in detracting at times from more serious solo music, orchestra or chamber concerts.

The general indifference to chamber music has challenged teachers in many colleges to find means of overcoming it. Notably successful among these is a quartet in residence such as the Pro Arte String Quartet at the University of Wisconsin. It seems to be a general experience that quartets imported for one or two concerts a year often fail to rouse enthusiasm, but quartets in residence the entire year not only stimulate interest in quartet music but in the college's entire music program. At Wisconsin, the members of the quartet individually teach advanced string students and have the official title of Associate in Music of the

NOTE: This is the last of four articles to appear in successive issues of the BULLETIN.



college faculty. In addition, they play around 25 concerts throughout the state during the academic year, a few more throughout the country and a number of Sunday concerts at the University. Carl Bricken, formerly director of the School of Music, feels that the quartet has definitely increased interest in chamber music not only at the University but in the city of Madison and in the entire state.

A perennial problem of the composer is how to publish his compositions. Smith and Mt. Holyoke colleges have tackled this by setting up a fund which supplies 50% of the publication costs of music selected by them, usually piano pieces and works for small chamber music groups. The composer supplies the remaining 50% and the royalties are split between them.

The teaching of musical composition in colleges has had a recent and quite phenomenal growth. Among foreign composers who are teaching or have recently taught in American colleges are Paul Hindemith at Yale, Bela Bartok at Columbia, Arnold Schonberg at University of California, Darius Milhaud at Mills College, Ernest Toch at University of Southern California and Ernst Krenek at Hamline University. Among American composers, Roy Harris taught for two years at Cornell University and is now at Colorado College; Kent Kennan is at University of Texas; Robert Palmer at Cornell University; Ross Lee Finney at Smith; William Schumann at Sarah Lawrence College; Walter Piston at Harvard; Aaron Copland visiting lecturer for a short term at Harvard; Edmund Haines at University of Michigan; Hunter Johnson at University of Winnipeg; and Roger Sessions at Princeton. Until they entered the armed services, Norman Lockwood taught composition at Oberlin and John Verrall at Mt. Holyoke. It may easily follow that tomorrow's leading composers will have been students at these institutions.

It may be fortunate for the health of painting and sculpture in our colleges and universities that there are so many and varied approaches to it. The professional fine arts college is often subject to the same criticism leveled at the art schools—that it does not allow its students to see the woods for the trees. Some fine arts departments drill students in a rigid formula of technique at the expense of any significant interpretation while others give individual expression such free rein as to crowd out all necessary

technique. The college emphasizing art history, theories of esthetics and appreciation, is likely either to belittle art practice or to emasculate it. Yet out of them all, there could emerge a better balance than might be possible if all colleges taught art in the same way.

There are many fine arts colleges and art departments in colleges and universities which are doing good work in the eyes of their followers, but naming any of them would immediately bring down the fire of the opposition. An indication of trends might be more to the point. Harvard which did pioneer work in fine arts beginning in 1873 as courses in art history and appreciation under Charles Eliot Norton, later added the thorough scientific approach of the Fogg Museum workshops which is noted for turning out art museum curators rather than artists. The comment of a graduate of the Yale School of Fine Arts and Fellow of the American Academy in Rome concerning the Harvard approach is particularly interesting, coming as it does from an alumnus of a rival school which prides itself on the rigorous professional training which develops practicing artists. He said that although Harvard did not have the reputation of producing artists, he felt that the thorough research conducted there in materials and methods was of immense benefit to art as a whole, for it would eventually filter through to the artists who could make the best use of it.

This might apply equally well to Princeton's scholarly approach through art history. It is interesting here to notice that Princeton has lately inaugurated an ambitious creative arts program in addition to her art history, a program in which distinguished artists in various fields give instruction and much of the work is eligible for college credits. This represents a trend throughout the country which seems to be gaining steadily in momentum. The program attempts to close the gap which has existed too often in colleges between the practice of art and pursuit of knowledge and to correlate the various branches of creative work with each other and with academic study.

Thus, the spectacular facility of stylistic and decorative work produced in Yale within the framework of long used and sound technique, or at Syracuse in the field of colorful, individualistic modern commercial work may counterbalance the more sociologi-

cal approach of the native regionalism of such midwestern universities as Iowa and Wisconsin. Centers of art history like Princeton and Oberlin may be depended upon to keep alive the force of tradition and history and to make sure that contemporary art does not dominate the scene.

Whenever one investigates the status of music, painting or sculpture in American colleges he is certain to encounter the Carnegie Corporation. For many years, the Corporation under the distinguished leadership of Frederick P. Keppel attempted by many means to stimulate a widespread interest in these arts at college level. Francis Henry Taylor, Director of the Metropolitan Museum of Art, states that Mr. Keppel once told him that the great trouble with college art departments during the depression was that their trustees had not been educated up to their responsibilities. In an effort to educate the trustees of tomorrow along with many other individuals, the Carnegie Corporation assembled and gave sets of art material and music records to schools and colleges throughout the country. Believing that appreciation of art is impossible without exposure to the best examples the arts have produced, that such exposure is all too infrequent in our schools, and that satisfactory college work in the arts requires equipment comparable to that in the sciences, the Corporation selected records of the best music of all periods played by leading artists, scores and books on musical subjects, and prints, textiles, books and fine reproductions, many of them in color, of the best examples of the graphic and plastic arts.

There have been doubts expressed in some quarters as to whether the schools most deserving of help and needing the help most have always received it, but there can be no doubt as to the immense good accomplished in many schools fortunate enough to receive the sets and wise enough to use them. As of April, 1944, the Corporation had distributed 374 art sets to schools and other educational institutions, 322 being outright gifts and 52 given on a cooperative basis. The value of the sets varies from \$2000 for the smaller ones to \$5000 for the larger ones given to colleges and universities. The Corporation has distributed 401 music sets to like institutions, 364 as outright gifts, 37 on a cooperative basis. These vary in cost from \$1000 to \$2500.

In some few cases, college authorities have kept the sets under

lock and key for fear of harm, but whenever students had reasonable freedom of access to them, they used the material widely and with enthusiasm. Students arranged numerous and varied art displays, borrowed prints for their rooms, consulted the collection in connection with many other courses. Students who had never in their lives listened to serious music except under compulsion formed the habit of dropping in at the music room whenever Carnegie records were being played, requesting favorite numbers and helping to arrange programs.

In addition, the Carnegie Corporation has given a large number of grants in painting, sculpture and in music for the support and development of many college departments, for endowment, equipment, experiment, research and study.

Frederick P. Keppel, for many years President of the Corporation, was instrumental in inaugurating the Arts Program of the Association of American Colleges which has proven to be one of the most promising developments in the entire field of college arts. This Arts Program provides for teachers from many colleges on short leaves of absence from their own schools to make two to three day visits to a number of other institutions. The visits are long enough for the visitor to establish informal contact with many students and thus build a basis of understanding for the public lecture-demonstration or recital which usually forms the climax of his stay. He is available for various other activities such as classroom visits, informal talks and conferences with students at the discretion of the college officials. Among such visitors, teachers of the various creative arts, and especially music, have been prominent and popular. As one of many who have thus brought knowledge and understanding of the art of today to many colleges, the pianist John Kirkpatrick deserves mention for his enthusiasm for native American music, his distinguished rendition of entire programs devoted to the works of living American composers and his ability to stimulate enthusiasm for such music in his audiences.

The main purpose of these visits is to give the various colleges, and particularly the smaller ones, the advantage of wider contacts in these various fields than their own curriculum and staff can provide, to bring them new and progressive ideas and the stimulus of outside personalities. The testimony of those who

have visited would indicate further that they feel they have themselves derived more benefit than they have bestowed. They speak of incentive to better effort afforded by a wide and varied audience, opportunity to get out of their own private ruts and to observe activities in their field from many other points of view.

The cost of such visits is kept to a minimum so that any college can afford them. It is the usual arrangement that the teacher's own college shall pay his regular salary during the short period of his absence (usually about two weeks) and that the college visited shall give him an honorarium of about \$35 plus expenses.

Another hopeful feature of college arts education, the plan of artists-in-residence, has been encouraged and largely sponsored by the Carnegie Corporation. From 1937 to 1944 it made grants placing 19 artists-in-residence at various colleges and universities and aided in placing a composer of music and a string quartet. Such plans are for the most part in the experimental stage and indicate more promise of future development than present success. They are, however, a step in a new direction which may lead far. The duties of the artist-in-residence vary with the institution and often are not too well defined. Generally, he does not teach in the conventional manner, but carries on his own work in art at the institution, keeps his studio open to visitors, and gives informal instruction and help to any who desire it. His working presence on the campus is supposed to be a stimulus to all art activity.

It would seem obvious that the success of such a plan would depend even more than that of most conventional teaching on the personality of the artist chosen. Some artists may consider their mere presence at the institution sufficient justification for their salary and make little attempt to be useful to college or community; others may be bewildered as to just what they are supposed to do, receive little enlightenment from the college authorities who are not too certain about this matter themselves, and therefore end by doing little. A few, however, either on their own initiative or more often in cooperation with sympathetic college administrators, have worked out a program of immense value to college and community.

Notable among the latter is John Steuart Curry, a leading painter of the American scene and, since 1936, artist-in-residence



at the University of Wisconsin. He was engaged by the University without aid of Carnegie grant. For a nominal salary and the privilege of continuing his own creative work, he keeps his studio open at all times to students and other interested persons. He has no formal classes, but gives instruction as students desire, sometimes helps a promising student over a period of months or uses students as apprentices in executing his murals. Whenever requested, he gives talks to various groups throughout the state. Because Mr. Curry likes people and farm people especially, and because he has great enthusiasm for developing creativeness in the ordinary man, he has made Wisconsin's Rural Art Project internationally known. Mr. Curry's University connection is not with an art department but with the Department of Rural Sociology. In his case, this seems to be the most logical means possible of making art relate directly to life.

The University has held a winter exhibition of rural art usually during the February Farm and Home Week for the past five years and has begun acquiring pictures for a permanent collection of rural art. The paintings produced and exhibited by farmers and their wives have been of such quality as to merit reproduction in *Life* and various other newspapers and magazines and to cause comment across the nation. Mr. Curry states that it is his part in the project to give advice, technical and otherwise, to the artists, but actually he has done much more than that. He has visited them in their homes in all parts of the state and through his own enthusiasm for native art and his sympathetic encouragement of their efforts, he has inspired them to achievements that they had never dreamed were possible. To those who believe that artists always create students in their own image, this statement of Mr. Curry's may be of interest: "It has been my policy not to influence our rural artists in either their conception or manner of working. I have put particular stress on materials and methods that would help them to realize their own ideas." Certainly the resulting work shows the greatest variety and no slightest trace of a dominating personality.

In dealing with so many arts in so short a space it has been possible to give only the sketchiest idea of conditions relating to each, but their interrelation is such that it seemed unfair to exclude any of them. Each in its special field is searching for



meaning and order and significance in existence. A widespread realization of the interrelation and the integration possible between arts, humanities and sciences is perhaps the most hopeful feature of the entire college arts situation. Again, I can give only a few scattered indications of its working.

The Bennington summer program which began as a school of the dance soon expanded to include the allied arts of music, painting, theatre. The final showing of the summer's work includes exhibitions of art, separate performances of music, drama and the dance and others including them all with artists cooperating in stage design. At least since Greek times, dance, music and drama have naturally gone together. Progressive teachers in all of these arts are working once more toward correlation and toward the incorporation of several in the same production. Modern poets such as John Malcom Brinnin and composers including Roy Harris, Hunter Johnson and Robert Palmer are writing and composing works for the dance. The resulting production is likely to be as much drama as dance.

Exactly in the same way, music festivals in many colleges expanded to become festivals of allied arts. At the University of Kansas, their Fine Arts Week now includes exhibitions of painting, sculpture, design, jewelry, ceramics and other handicrafts, dance recitals, an address by an eminent guest composer of music and a large variety of musical programs. Drama and music festivals likewise often combine, presenting plays and musical performances by schools throughout the state.

There are many instances of colleges and universities cooperating with art schools or museums or both so that the general college student may have available the best quality of professional art instruction while the art student has the advantage of the liberal college courses. Various combinations of work either elective or leading to a degree are offered by the cooperating institutions. Prominent examples are the cooperation of the University of Pennsylvania with the Pennsylvania Academy of the Fine Arts and the Philadelphia Museum School of Industrial Art; the University of Rochester with the Eastman School of Music; New York University with the Metropolitan Museum of Art; Western Reserve University with the Cleveland Play House; the Cleveland School of Art with the Cleveland Museum, Adelbert College, Col-

lege for Women, and Western Reserve University; Colorado College with the Colorado Fine Arts Center.

Wherever one looks at the college art situation he finds that it is flourishing or sterile in accordance with the attitude of administrators, trustees and faculty. Whenever consistently good work in creative art is being done, we may be sure that an exceptional teacher of art is behind it, since teaching of the arts depends heavily on the personality and vision of the teacher. Occasionally an isolated art teacher can accomplish wonders in the face of administrative and faculty indifference or even hostility, but such instances are rare. A progressive art program is almost necessarily dependent on the backing of those higher up.

College administrators with a sympathy for creative arts and an understanding of them are still rarer than teachers who can do good work without their support. Administrators must necessarily be business men and American business men have not been noted for understanding or encouragement of the arts.

A notable exception is President Thurston J. Davies of Colorado College. Immediately after Pearl Harbor when colleges throughout the country were vying with each other in changing over to a war program, President Davies decided that his college must of course do its full share in the war effort but beyond that, it must intensify its work in arts in order to give people something to live for as well as to die for, morale to sustain them through the conflict and the period of reconstruction. While others were sitting glumly at their radios and asking what was the use, Colorado College imported Thomas Mann to talk on the making of the *Magic Mountain*, followed this with a series of faculty lectures on Jules Romains and Aldous Huxley as men of good will and discussions as to how to keep building into our democracy the idea of good will among men. They began their summer session with the following artists in residence at the College and the affiliated Fine Arts Center: Hanya Holm in dance, Roy and Johana Harris and the Belgian Piano String Quartette in music and Arnold Blanch, Doris Lee, Adolf Dehn and Boardman Robinson in art. The next fall, they added Ernst Lothar in drama. College officials arranged a conference on "The Arts, the Public and the Crisis." President Davies believes that the greatest contribution of the arts to the war program is direct, definite, enthusiastic all-out

action, giving people something to believe in and to hope for. The record of the college is the best proof of the validity of this belief.

Until we have ceased to put our faith in the Almighty Dollar as the universal panacea, there is not much hope that college administrators will generally agree with President Davies. We cannot blame them, for they are hired by the public to give the public what it wants. As long as it wants bigger and better football stadia, millions for science and technology but not one cent for art, it will continue to get exactly what it wants. If it ever becomes dissatisfied with the results of these alone, then it may perhaps be persuaded to turn more often to the arts to see what they can offer. This is not a problem primarily for college administrators, trustees or faculty. It is a problem for everyone who considers himself a responsible member of society.

## ON THE RETIREMENT OF TEACHERS AT 65

A. M. WITHERS  
PROFESSOR, CONCORD COLLEGE

**S**IXTY-FIVE is no age for quitting professional intellectual activity; not if a man or woman has had a normal mental and physical career. Witness generals in the army and admirals in the navy; often men close to that age, and obviously still in the prime of intellectual strength. Witness senators and representatives, diplomats, lawyers, doctors, bankers and men of business generally. Look around in the United States and observe the large number of men over 65 in key positions.

There are many class-conductors who are "mental decrepits" at 65, but it can generally be said that such individuals never were great assets in the teaching field, or at least that they began resting on their intellectual oars many years ago. They were men and women who taught merely out of books. But other men and women are at 65, granted health, still in the process of development. I am sure that we here in America are the only people in the civilized world to conceive the idea of shelving the intellectually employed on a mechanical count of years. It is thoroughly absurd to discard a richly prepared teacher of 65, while keeping in full regalia derelicts of 45 for the sole reason that they are 45. As a matter of fact, a person needs to be somewhat "up in years" to be really ready to weigh his successes and failures in tried and true balances. A faculty well sprinkled with active and competent individuals over 65 is better than one whose members are prevailingly still in the midst or in the beginnings of experimental strivings. Chapman's words are a little abrupt, but they seem fairly apt at this point: "Young men think old men are fools, but old men know young men are fools."

The social security law provides that pensions will not be paid to anyone who remains in service after 65, and Professor Haensel\* is probably right in believing that this is the sole reason for the arbitrary selection of 65 as retirement age for professors. The fact is not taken into account that long training and experience must usually precede high teaching ability, and that a simple

\* See "Retirement at 65," *School and Society*, November 13, 1943.

count of years of service does not apply in the same manner to coal miners, carpenters, masons, etc., as to teachers; not to speak of the expense of the teacher's training. It is ridiculous to forget that his work is mainly mental and that the mind knows no limits to the necessities and the rewards of experience. The stamping of 65 as a deadline for all teachers is an expression of contempt for something to which the thinking world attaches the highest respect. So incredible is it that denial of the supreme value of experience should come from our own teaching ranks that assurance is doubly sure that the 65-years regulation is being imposed upon those ranks from the outside, and without teacher connivance or consent; and it is worthy of note in this connection, that although professors are retired at Columbia at 65, President Butler of that University is just now at 83 stepping down from his office. Incidentally, it can be said that the last 18 years of Dr. Butler's presidency have not at all been the least fruitful and effective.

Much has been said, both by teachers and administrators, of the necessity of viewing teaching as a profession. But what profession is there whose members are automatically retired on a count of years? Imagine doctors and lawyers submitting to an arrangement of the sort, made by an agency, such as the state legislature, entirely apart from their organizations! I am informed that in the State of New York (typical, no doubt) surgeons cannot practice in the hospitals after 70 (the figure is not 65, mind you), but there is no sort of prohibition of their practicing elsewhere in the state thereafter. This means, obviously, that they are not "retired" at all. Likewise, judges in the State automatically relinquish their places on the bench at 70, but can accept commissions thereafter, or continue the practice of law in the State as long as they desire. Such are the ways of genuine professions and I cannot consider teaching as one of them if I know I am going on the shelf against my will and judgment at 65. (Incidentally, also, a "profession" in which I can be "hired"—what has become of our American sensitiveness to words?—is no profession to me.)

It is true that surgeons and judges are not offered retirement allowances such are given to teachers in some states, but teacher-pensions are little but pittances for those whom the accidents of

life have caused to serve most of their time in other parts of the Union than that from which these pensions issue, for they are not "paid" for any but local experience!

I should hesitate, in the absence of precise knowledge, to ascribe political or personal motives to those who move for iron-clad regulations of this "65-year" character, without any sort of referendum to the people concerned. But action arising from such motives is always possible in our blind adherence to State as opposed to national shaping of fundamental educational affairs. For this reason, if for no other, care should be taken in every state not to run the risk of establishing in the matter an unworthy precedent, or of following with eyes tightly closed an unworthy "trend." It is a deterrent to the building up of an impressive professor body in any commonwealth to publish abroad that after 65 a professor, however competent, is not wanted within its boundaries.

Like the designing of a curriculum into which all prospective teachers are made to fit without regard to personal differences in outlooks and ambitions, the automatic mandatory passing of 65-year-olds is another of those streamlined devices (fathered generally by complacent young men, the brave and efficient young men who "get things done" whether they are worth doing or not) of which we in our nation are so strangely and inordinately fond.

Give us well-picked men and women at the heads of institutions of learning, trained and experienced "schoolmen" and "schoolwomen," persons possessed of scholarship, and with intelligence, public spirit and vision enough to determine when the usefulness of a teacher has ended, whether at 40, at 60, or at 80. There will then be no need of tenure measures based upon identification of men and women with machines.



## MORE ABOUT RETIREMENT PLANS

RAINARD B. ROBBINS

VICE-PRESIDENT, TEACHERS INSURANCE AND ANNUITY ASSOCIATION

THE Committee on Insurance and Annuities of the Association of American Colleges has given thought to several subjects which it believes should be brought to the attention of all associated colleges and universities. With the cooperation of the Executive Director, this statement is made available in the *Bulletin* and a reprint is being sent to each institution.

The Committee desires to stress its conviction that every college should make available for each regular full-time faculty and maintenance worker both retirement income and modest benefits for survivors in case of untimely death. True, a large number of associated institutions have established plans for retirement income more or less appropriate to their needs but nearly half of them have as yet made no progress along this line. Perhaps little more than mention of this condition is necessary; the officers of many colleges with no such plans are doubtless extremely conscious of this fact. But there is plenty of evidence that the cleavage between the colleges that have faced up to this problem and those that have not is along lines other than those of poverty. Financial statements of some colleges with no retirement plans seem more satisfactory than those of some others that have long since met this problem and are contributing substantial sums currently to avoid uncomfortable outlays later when retirements must occur.

Enlightened conviction as to the relative value of different possible uses of a college's limited income should determine the recommendations of the college president and the actions of its board of trustees. In making such decisions, the colleges must remember that to fund retirement incomes should gradually improve the tone and quality of their staffs. Contractual provision for retirement income helps to attract and hold the best talent. Mere comparison of lists of institutions with and without provision for retirement income gives the best statistical evidence of these statements, including the one that financial poverty is not always the genuine explanation of the "have-nots."

Some colleges have procrastinated in facing this problem in the hope that extension of social security coverage would solve it for them. Unfortunately, it will not. For many years the social security benefits will be inadequate for even the lower-paid workers; apparently, they will always be inadequate for faculty members and many others. Plans laid now to meet present conditions modestly may be modified without loss to anyone if and when social security extension occurs.

The survivors' provisions of the Social Security Act have emphasized the absence or inadequacy of similar benefit provisions at educational institutions. If an industrial worker with wages of \$1,800 a year dies after at least a year and a half of employment and leaves a widow and two children, they will receive more than \$60 a month until the children are 18 years old. If such a worker transfers to a college, he and his family will probably be unaware of the protection they may lose gradually over a period varying from a quarter year to ten years, depending on year of birth and period in covered employment. Unfortunately, many college officers are equally uninformed; the widows are the ones who experience the sad awakening. No one who is responsible for the possibility of such an occurrence at a college or a university should postpone investigation of ways and means to remedy the situation, at least in part, and most group life insurance plans are inadequate to this end.

Hence your Committee urges that any college that has not as yet arranged for retirement income and provision for survivors' benefits with respect to regular staff members should give attention to these needs without delay.

Turning to the more fortunate institutions that have had retirement and insurance plans in operation for a number of years, the Committee finds a complacency that is disturbing. Many of these plans have never been adequate in a number of respects and others need modification to meet changing conditions. Some college presidents have calendar reminders to center their attention on their plans periodically. If you have a retirement plan at your institution, ask yourself these questions:

- (1) Are all staff members covered who should be covered and are any covered for whom the arrangement is inappropriate, such as definitely temporary employees and

maintenance employees who are too young to be interested in retirement income?

- (2) If you require the completion of a preliminary service period for participation, is this period what you think it should be?
- (3) Do you require participation in the plan of persons who meet definitely stated conditions? If you do, are the conditions what they should be? A recent tendency has been to make participation optional after a short period of service and compulsory after attaining some such age as 30 years and completing a stated period of service.
- (4) Are the contributions under your plan sufficient to provide reasonable benefits? Have you paid particular attention to this point in recent years? Lower interest rates and increased longevity of annuitants has reduced the purchasing power of contributions very substantially during the last fifteen years. If under your plan contributions are to be a stated percentage of salary, have you seen to it that contributions were changed when salaries were increased?
- (5) Are you paying attention to the prospective retirement benefits of whatever persons you employ in middle age? They will grow old the same as others and to some of them the college will be very much indebted by the time they retire; some are chosen for unusual ability and the college cannot retire on a pittance those who justify your faith in employing them. When you employ a person at advanced age, should you not then face the prospective retirement problem and make appropriate special arrangements?

It is all too easy to be satisfied with "a plan" without giving careful attention to its appropriateness, and this applies to group insurance plans as well as to retirement plans. In previous paragraphs we have tried to emphasize that college officers owe it to themselves and to their colleges at least to give careful thought to modest retirement income and survivors' benefit plans if this has not been done and to be alert to possible shortcomings of plans that may already exist.

Time was when college employment seemed distinctly more attractive than most employment in industry; some of its inherent desirable characteristics still have great weight. But many improvements in employment relationships of industry have not been shared at our colleges and, unfortunately, there seems to be an attitude among colleges and universities generally that they

need not show the consideration for their employees that their sociology departments teach their students is essential in industry for a high level of social and economic development. In fact, there is little evidence of a conviction that in its relations with those who sell their services to a college, the college should hold itself to the same standards that are expected of other employers. Nor is there evidence that the curriculum-builders of our colleges and universities appreciate their responsibility to make these institutions leaders of thought in the newer developments of social benefit arrangements. As a nation, we are pioneering in this field and there is every indication that rapid progress in some direction will be made. Our colleges are ideally situated for research of importance in determining this direction; yet, unfortunately, college presidents in large numbers have shown no appreciation of this opportunity and this responsibility.

## F. W. BOATWRIGHT

### Fifty Years President of the University of Richmond

**P**RESIDENT Frederic William Boatwright of the University of Richmond is the first member president of the Association of American Colleges to have rounded out 50 years as college president. Probably there have been one or two others in the history of the American college that have served as long. Eliphalet Nott had served somewhat more than 50 years as president of Union College when he died at the age of 93. It may be of interest to Doctor Boatwright's colleagues to have some of the information contained in the brief greetings the Executive Director delivered on behalf of the Association at the semi-centennial dinner held in Doctor Boatwright's honor at the University of Richmond on the evening of June 2, 1945.

**VERBUM VITAE ET LUMEN SCIENTIAE.** In his long, successful and influential career, the great man whom we delight to honor and felicitate this evening has ever striven to live up to the ideals involved in this stirring motto to be found on the seal of his Alma Mater.

During the fifty years he has been president, Doctor Frederic William Boatwright has by precept and by example led 12,336 enrollees of the University of Richmond, exclusive of the 12,117 enrolled in summer and evening schools, to seek the Word of Life and to follow the Light of Knowledge. During his administration 4,441 alumni have gone forth to bear the light of knowledge to the four corners of the earth. There were only 456 graduates previous to 1895. Impressive is the fact that over 90% of the total number of graduates of the University of Richmond have come under the influence of this one president.

His connection with the University as a student and faculty member has extended over a period of 61 years. This is considerably more than one half of the life of the institution, which was founded in 1832.

For myself personally and for the 604 member presidents of the Association of American Colleges, I bring cordial greetings and heartiest best wishes to President Boatwright on this joyous celebration of his semi-centennial as president of the University

of Richmond. By a considerable margin he has the longest term of service as president of a member college. Nicholas Murray Butler of Columbia University, who becomes emeritus this summer at the age of 83, finishes 43 years as president.

Recently, I made a study of the changes in the presidencies of our member colleges since I became executive director of the Association eight years ago. The findings indicate that there have been over 340 changes. Forty-one colleges have had two or more presidents during the period. A few presidents served for one year, 73 served five years or less, 78 served ten to twenty years, 59 have served for 20 or more years. Six only served for 40 years or more. They are: Haywood J. Pearce of Brenau College, Matthew W. Dogan of Wiley College, Harrison Randolph of the College of Charleston, James H. Kirkland of Vanderbilt University, William F. Peirce of Kenyon College and Henry N. Snyder of Wofford College.

For the whole group retiring during the past eight years, the average term of service has been slightly over 12 years. Thus is brought sharply to our attention the magnificent record of Doctor Boatwright.

Another record held by the honoree of the evening is his youth at the time of his election as president. As far as I can discover, no president of an outstanding college or university was ever elected as young as 27. The late well-known John H. Finley was elected president of Knox College at the age of 29. The distinguished Robert M. Hutchins became president of the University of Chicago at the age of 30.

An additional record attained by President Boatwright is that he could report a balanced budget at the end of each of his fifty years.

There abides clearly in my memory a visit made some years ago to St. Paul's Cathedral in London, where in one of the crypts, I came accidentally upon the tomb of Sir Christopher Wren. Thereon I read the striking inscription concerning his accomplishments during a long life of ninety years, which concludes with "Reader, if thou seekest his monument, look around." The same can be truthfully and forcefully said concerning President Boatwright. It would be supererogatory for me to develop to this group the story of the advancement of the University in all phases of its life during the last half century.



However, I may be permitted to call your attention to the great number of distinguished alumni who have gone through these classic halls for the past half century. Some of the most famous are here tonight, none more prominent and successful than the toastmaster, the distinguished president of the Board of Trustees, Douglass Southall Freeman. May I say parenthetically, that I had the high privilege of receiving my doctorate at Johns Hopkins University the same day that he was awarded his degree. May I single out one other of Doctor Boatwright's boys, who has become famous also and whose path has frequently crossed with mine. I refer to President Francis Pendleton Gaines, of Washington and Lee University, who served last year so admirably as president of the Association of American Colleges. Time is lacking to continue longer the roll of leaders in all fields of human endeavor that have come under the stimulating influence of the honor guest of the evening.

On several occasions Doctor Boatwright has called upon others of his prominent alumni now in the halls of Congress to pay heed to the welfare of our colleges in pending legislation. He has served the Association promptly and freely whenever called upon. His loyal service goes back to the founding of the Association in 1915.

He has builded better than he knew.

## CHARGE OF PRESIDENT JOHN L. SEATON TO THE CLASS OF 1945

**T**HERE are many things which I should like to say to you at this final hour, but I shall speak very briefly lest the depth of my feelings lead me to say too much or prevent me from saying anything coherent.

A great mathematician-philosopher once said that "life should be guided by reason and inspired by love." That is the principle under which education is conducted here at Albion College. We quite agree with Goethe's remark that "the gods themselves can do nothing with stupidity," nor can they do much with brilliance unless it is sufficiently informed.

Consequently, a large part of your time here at Albion has been spent in acquiring knowledge in order that your natural intelligence may have adequate facts with which to work. That is essential if the perils of prejudice and unsound judgments are to be avoided.

But beyond the facts lie the conclusions to be drawn from them. There is particularly the place for the play of reason. What do the facts mean? What direction for life can and does education yield? Gibbon must have been thinking in some such terms when he said that "the winds and the waves are always on the side of the ablest navigator," that is, the man who knows the most about the facts of navigation and can draw the right conclusions from them.

Is it too much to expect or to hope for that in your four years at Albion you have learned to do clear and decisive thinking about matters of importance, and have developed to assured mastery the rule of reason in your life?

But something more is necessary. "Guided by reason and inspired by love." You live now and you always will live in a complex of human relations. Not only facts, but also values must be considered. Values range from the highest to the lowest, from pearls beyond price down to the magnified nothings that cumber so much of life. As the very bottom, even below the threshold, is

NOTE: Doctor Seaton was president of the Association of American Colleges during 1938-39; he retires this summer from Albion College where he has been president the past twenty-five years.

that complete negation of responsibility which says "Let everyone look out for himself and devil take the hindmost." At the top is the sense of human dignity, that sees in every man inalienable rights and imperishable worth, a being to be honored and served. When life is inspired by love you will seek the higher and lasting values, and your life will become measurably like the life of him "who though rich became poor that through his poverty he might make many rich."

Your obligations are both immediate and distant. You make choices now to be fulfilled in later years. When Thomas Jefferson was about your age he determined to "live as if posterity belonged to him." So be it with you. The best gift you can make to the present or the future is the gift of yourself at your progressing best. And your best includes mind and heart, reason and inspiration, the vision to see what is good and the will to do it.

You go forth as representatives of Albion College and its ideals. I venture to say also that along with twenty other classes you go forth as in some measure representatives of me. As Paul said to the Thessalonians, "Now I live if you stand fast"—if you stand fast in the dignity and beauty of Christian manhood and womanhood. I have loved you deeply, my dear sons and daughters, and I shall not cease to pray that goodness and mercy may follow you all the days of your life.

And now as you pass before me, one by one, I shall hand you a diploma as a visible token that by the authority vested under the laws of Michigan in the Board of Trustees of Albion College and by it delegated to me I have admitted you to the degree of Bachelor of Arts and have conferred upon you all the rights, honors, and privileges pertaining to that degree.

## STATEMENT ON POSTWAR MILITARY POLICY

RAYMOND WALTERS

CHAIRMAN, COMMISSION ON PUBLIC RELATIONS

**A**LONG with several academic colleagues, I appear before your honorable Committee to express the sentiment of the Association of American Colleges respecting peacetime universal military training. This Association is an organization of over 600 member institutions located in all sections of the United States, comprising independent colleges of arts and science, and similar colleges within large universities, both publicly and privately controlled. The Association may fairly be said to be representative of and to speak for the four-year liberal arts college of the nation.

The action which I have been requested to report to you today is in the form of resolutions passed at the annual meeting of the Association held in Atlantic City, N. J., January 11, 1945, when approximately 500 presidents, deans and professors were in attendance, representing about 370 institutions. The Association had the honor and pleasure of hearing General George C. Marshall, Chief of Staff of the United States Army, in an address advocating peacetime military training. His frank and friendly manner won the admiration of his audience and respect for his qualities of military leadership and character.

Nevertheless, at a subsequent session, the delegates voted six to one in favor of resolutions which declared "it would be unfortunate to make an issue at the present time of compulsory military training in time of peace." Resolutions were presented in behalf of a special committee by its Chairman, President Donald J. Cowling of Carleton College, and with the elimination of one paragraph were approved by a vote of 210 to 35. The vote was taken after a long discussion in which some delegates advocated the military training program, but many more spoke in opposition to action regarding such a program before giving it careful and extended study.

As Chairman of the Association's Commission on Public Rela-

NOTE: Accompanied by President Daniel L. Marsh and Guy E. Snavely, President Walters made his presentation to the Special Committee of the United States Congress on June 12, 1945. All three members of our Commission made supplemental remarks.

tions, I have been instructed by the President of the Association, President James P. Baxter, III, of Williams College, and by Executive Director Guy E. Snavely, to present these resolutions to your honorable Committee. I accordingly herewith file for your record this mimeographed copy of the resolutions approved by the Association of American Colleges, January 11, 1945, together with list of member colleges.

Herewith, if you desire it, is a digest I have prepared.

In these resolutions the Association of American Colleges:

Favored continuance of the present Selective Service Act and its amendment to cover all emergencies that may arise until the restoration of peace and the return of our Armed Forces.

Pledged "full cooperation in maintaining a program of adequate military defense." The "details of such a program should be given a more careful and extended study than is now possible."

Maintained that "adequate military defense" should take into account "inventiveness, technological efficiency and economic power" as "more important than military training as conceived by present-day military authorities. Machine power will be more important than manpower, and trained minds may be more important than trained bodies."

Gave these reasons for postponement of action by Congress:

It is impossible to determine at this time what an adequate program of national defense will require after peace has been restored. The purpose of any military program should be to make effective the foreign policy of the nation. Important sections of the foreign policy we are likely to follow in the years immediately ahead are still undetermined.

The resolutions favored immediate action by Congress for "some form of international organization . . . to establish procedures for the peaceful settlement of disputes between nations after military victory has been won." This organization should "include arrangements to maintain a United Nations military force promptly available to suppress any attempt at military aggression. . . . The adoption now by the United States of a program of peacetime universal military training would imply a lack of trust in the effectiveness of the plans now being formulated to prevent aggression by international cooperation, and would inevitably lead to the conviction on the part of other nations that we already regard these efforts as doomed to failure."

## REPORT OF THE COMMITTEE ON ACADEMIC AND PROFESSIONAL HIGHER DEGREES OF ASSOCI- ATION OF AMERICAN UNIVERSITIES

**T**HE Committee on Academic and Professional Higher Degrees has discussed some of the criticism of our present Ph.D. program, and the pressure from some college administrators to introduce a new program possibly culminating in a new degree. This problem, which is closely related to the work of Dean Richardson's Committee, has been discussed with him at frequent intervals in order to avoid duplication of effort.

The criticisms of the Ph.D. program seem to center about four main points.

1. The recipient of the Ph.D. degree frequently does not have those qualities which make him invaluable on a college faculty, such as administrative ability, leadership in student affairs, social and community responsibility and fine personality.
2. The candidate does not have specific training in fields such as guidance and counseling, quite outside his major interest.
3. The training has been too narrow, not only by limiting graduate study to one field, but often by restricting it within that field.
4. The dissertation has failed to serve a useful function, having focused the attention of the student on a narrow and often unimportant subject.

It is the opinion of the Committee that we should recognize at once that changes in our present Ph.D. program should not be proposed to meet the first two criticisms. It is not only unwise but indeed impossible to significantly influence character in a graduate school. While we are happy to admit to our graduate schools students of fine character and social vision and hope and should see to it that conditions exist which will enhance these qualities during the period of graduate work, we still must consider these gains as fortunate by-products which would be only too likely to be lost if they were to become our main objectives.

**NOTE:** The above report adopted by the Association of American Universities in the fall of 1944, is particularly timely in light of the action taken by our association at its last annual meeting with regard to improving college instruction.



The second criticism dealing with training in counseling, etc., brings up several questions. The introduction of additional subject matter into a program which is already so long as to be a serious problem for many students can lead only to the diffusion of effort and the sacrifice of achievement in the essential program for the Ph.D. degree. This does not exclude all work outside of the subject matter field, but does emphasize the importance of having such work not only optional but also incidental. Recognizing the importance of the above two criticisms the contribution of the graduate school must be augmented by competent selection and continued growth of the individual after the degree is conferred. We must, also, admit frankly that we cannot do everything in a program for the Ph.D. degree and, therefore, should concentrate upon those things which we can do well.

The third and fourth criticisms suggest ways in which we as administrators of graduate work might direct our efforts. At the outset the Committee wishes to report that it has considered the arguments for a new degree, but believes the objectives could be better attained by a properly executed program for the Ph.D. degree.

To meet the criticism of over-specialization, the Committee calls attention to the following suggestions which have been frequently discussed:

1. Encouragement should be given in every possible way to a broad undergraduate program. This should not sacrifice the work in the major, but the major should be interpreted as broadly as possible, including work in related fields.
2. Increased emphasis should be given to a minor subject in the Ph.D. program.
3. The idea should be discouraged that the only justification for a course is its relation to the Ph.D. thesis. Rather a general foundation should be laid, adequate for a variety of research topics and for the teaching of various aspects of the subject.

The last criticism, relating to the narrowness of many dissertations, doubtless raises the most difficult problem. The following suggestions are pertinent:

1. When significant topics are not plentiful in a given field or when the interests of the candidate are better served by

more freedom of choice, he should be encouraged to choose a topic in a closely related field. For example, a man planning to teach mathematics may well prepare a dissertation in the field of theoretical physics.

2. In the fields of the humanities and the fine arts, creative work may take the place of a so-called scholarly publication. Recognizing the difficulty of evaluating creative work, it still seems more nearly in the spirit of research than that which sometimes passes for scholarship in these fields.

It is the opinion of your Committee that the present program for the Ph.D. degree with proper emphasis on a broad foundation and a significant thesis would ensure the maximum gain for the student as he prepares for a life either of research or of teaching.

Committee on Academic and Professional Higher Degrees

A. W. SMITH

C. B. HOOVER

W. V. HOUSTON

H. E. BENT, *Chairman*

## AMONG THE COLLEGES

**AGNES SCOTT COLLEGE** during the past year received nineteen unsolicited gifts amounting to approximately four hundred thousand dollars (\$400,000.00). The three most important gifts of a hundred fifty thousand dollars, a hundred thousand, and eighty thousand, respectively, were made toward specific postwar building plans. Most of the other donations were for the purpose of improving class room instruction.

**BARAT COLLEGE** of Lake Forest, Illinois, has received a gift of \$151,000 from the Auxiliary of the Sacred Heart, to be used in the improvement of the physical plant of the college.

**CARLETON COLLEGE** has obtained through gifts a total of \$7,060,268.67 during the presidency of Donald J. Cowling from July 1, 1909, to June 30, 1945. This is a remarkable record!

**CENTRAL COLLEGE** (Iowa) has received \$60,000 from the Reverend and Mrs. R. D. Douwstra. This is their second gift to the College which has named for them Douwstra Chapel on the Central campus.

**DUKE UNIVERSITY** is to receive \$150,000 under the term of the will of William R. Perkins, New York and Bedford County (Virginia) attorney.

**HAMLIN UNIVERSITY** announced at its last commencement a gift in excess of \$1,500,000 under the terms of the will of the late Charles M. Drew, Minneapolis lawyer and philanthropist. Approximately \$300,000 will be made available shortly in the carrying out of a promise made by Mr. Drew during his lifetime. This arrangement is partially contingent upon the University's matching Mr. Drew's gift dollar for dollar in a campaign to provide funds for new buildings and endowment. The total goal of the campaign is \$900,000. Of this total, \$300,000 has been provided by a bequest of the late W. W. Norton of Winona. Provisionally, the sum of \$300,000 is available through the original gift of Mr. Drew and another \$300,000 to match Mr.

Drew's gift is being raised among the Methodist churches of Minnesota, alumni of the University and other friends.

**JAMES MILLIKIN UNIVERSITY** has received \$90,000 from the Mueller Co., Decatur, Illinois, for the purchase of equipment and to meet other operational expenses of the Departments of Engineering and Industrial Arts.

**OUR LADY OF THE LAKE COLLEGE** announces that the General Education Board has just made a grant of \$25,000 for the Graduate School of Social Service.

**THE COLLEGE OF IDAHO** announced at its recent Commencement Exercises the receipt of nearly \$95,000 during the past year. About \$30,000 of this amount came in sums ranging from \$5 to \$1500 from the "living endowment" program of the college. During the past two years, Trustee and Mrs. J. R. Simplot have donated \$60,000 toward the building fund of the college. As soon as war restrictions are lifted the Simplot Women's Dormitory will be constructed.

**UNION COLLEGE** (Kentucky) has announced an anonymous gift of \$75,000 as endowment of a chair of instruction at the College.

**UNIVERSITY OF REDLANDS** will erect Robert Watchorn Hall through a gift of \$200,000 from the Watchorn Charities, Limited.

**WASHINGTON AND LEE UNIVERSITY** has been willed \$150,000 by William R. Perkins, New York and Bedford County (Virginia) attorney.

## NEW COLLEGE PRESIDENTS

Alfred University, Alfred, New York. Jack E. Walters, professor, Purdue University, Lafayette, Indiana.

Boston College, Chestnut Hill, Massachusetts. William L. Keleher.

Bucknell University, Lewisburg, Pennsylvania. Herbert L. Spencer, president, Pennsylvania College for Women, Pittsburgh, Pennsylvania.

Clafin College, Orangeburg, South Carolina. J. J. Seabrook.

Coe College, Cedar Rapids, Iowa. Byron S. Hollinshead, president, Scranton-Keystone Junior College, La Plume, Pennsylvania.

College of the Holy Cross, Worcester, Massachusetts. Wm. J. Healey, dean, Shadowbrook School, Lenox, Massachusetts.

Daniel Baker College, Brownwood, Texas. Mrs. J. W. Trapp, head, department of education.

Dartmouth College, Hanover, New Hampshire. John Sloan Dickey, director, Office of Public Affairs, U. S. State Department.

Drexel Institute, Philadelphia, Pennsylvania. James Creese, vice-president, Stevens Institute of Technology, Hoboken, New Jersey.

Eastern Washington College of Education, Cheney, Washington. Walter W. Isle, regional education-service specialist, OPA, San Francisco, California.

Emerson College, Boston, Massachusetts. Boylston Green, acting dean and professor of English, Middlebury College, Middlebury, Vermont.

Fairmont State College, Fairmont, West Virginia. George H. Hand, Denison University, Granville, Ohio.

Gallaudet College, Washington, D. C. Leonard M. Elstad, superintendent, Minnesota School for the Deaf, Faribault.

George Peabody College for Teachers, Nashville, Tennessee. Henry H. Hill, superintendent of Schools, Pittsburgh, Pennsylvania.

Heidelberg College, Tiffin, Ohio. Nevin C. Harner, dean and professor, Theological Seminary of the Evangelical and Reformed Church, Lancaster, Pennsylvania.

- Hope College, Holland, Michigan. Irwin J. Lubbers, president,  
Central College, Pella, Iowa.
- Kansas State Teachers College, Emporia. David L. MacFarlane,  
dean.
- Lane College, Jackson, Tennessee. W. Y. Bell, teacher, Atlanta  
University, Atlanta, Georgia.
- Loyola University, New Orleans, Louisiana. Thomas J. Shields.
- Manhattanville College of the Sacred Heart, New York, New  
York. Mother Eleanor M. O'Byrne, dean.
- Marietta College, Marietta, Ohio. William S. Shimer, dean,  
Bucknell University.
- Mississippi State College, State College, Mississippi. Robert C.  
Cook, dean, University of Mississippi, University, Mississippi.
- Montana State University, Missoula. James A. McCain, dean,  
Colorado State College.
- Mount Allison University, Sackville, New Brunswick, Canada.  
W. T. Ross Flemington.
- Mundelein College, Chicago, Illinois. Sister Mary Josephine,  
formerly dean, Clarke College, Dubuque, Iowa.
- New School for Social Research, New York, New York. Bryn J.  
Hovde, chief of the Division of Cultural Relations, Depart-  
ment of State.
- Purdue University, Lafayette, Indiana. Frederick L. Hovde,  
assistant to president, University of Rochester, New York.
- Reed College, Portland, Oregon. Peter H. Odegard, professor  
of political science, Amherst College, Amherst, Mass.
- St. Mary of the Springs College, Columbus, Ohio. Sister Mary  
Anacletus.
- Sarah Lawrence College, Bronxville, New York. Harold Taylor,  
professor of philosophy, University of Wisconsin, Madison.
- Shurtleff College, Alton, Illinois. David A. Weaver, dean, Col-  
lege of Arts and Sciences, Baylor University, Waco, Texas.
- Southwestern Institute of Technology, Weatherford, Oklahoma.  
R. H. Burton, superintendent of schools, Idabel, Oklahoma.
- Springfield College, Springfield, Massachusetts. In the summer  
of 1946, Paul M. Limbert, professor.
- Sul Ross State Teachers College, Alpine, Texas. R. M. Hawkins.
- Tillotson College, Austin, Texas. William H. Jones.
- United States Military Academy, West Point, New York. Max-  
well D. Taylor.



University of New Mexico, Albuquerque. John Philip Wernette, Harvard University Business School.

University of Redlands, California. George H. Armacost, dean, College of William and Mary, Williamsburg, Virginia.

University of Utah, Salt Lake City, Utah. Albert Ray Olpin, director, Research Foundation, Ohio State University, Columbus.

University of Wyoming, Laramie. George Duke Humphrey, president, Mississippi State College, State College, Mississippi.

Virginia Polytechnic Institute, Blacksburg, Virginia. John R. Hutcheson, director, Virginia Agricultural Extension Division.

Wagner College, Staten Island, New York. Walter C. Langsam, professor, Union College, Schenectady, New York.

Western College, Oxford, Ohio. Philip E. Henderson, vice president.

Yankton College, Yankton, South Dakota. J. Clark Graham, dean, Ripon College, Wisconsin.

# REPRINTS

Reprints from the BULLETIN may be secured from the Association of American Colleges at ten cents each, or twelve copies for \$1.00, unless otherwise indicated. No postage charge on prepaid orders.

**The Integrity of the American College from the Standpoint of Administration** by Walter A. Jessup.

**College Instruction in the Arts** by Frederick C. Ferry, Francis Henry Taylor, Roberta M. Fansler, Arthur Pope.

**Trends in Higher Education for Women** by Kathryn McHale, David Allan Robertson, C. Mildred Thompson, Mary Ashby Cheek, Henry W. Lawrence.

**The Liberal College in the Tax-Supported University** by Frederick B. Robinson, Lloyd C. Emmons, Shelton Phelps.

**A Free College in a Free State—Freedom in Legislation** by Fred Pierce Corson.

**Academic Freedom and Tenure—A Statement of Principles** Endorsed January, 1941.

**The College Library** by Henry M. Wriston.

**A Survey of College Faculties** by B. W. Kunkel. (Single copy, 25 cents; ten copies, \$2.00.)

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